

THE CEFR COMPANION VOLUME: A KEY RESOURCE FOR INCLUSIVE PLURILINGUAL EDUCATION

2021 Webinar Series

Webinar 7: November 4th: 16.00 CET

**Putting plurilingual education into
practice in primary and secondary
schools**

Handout

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Tasks for the breakout rooms:

Please read this handout before the webinar. The activities below will be discussed in the breakout rooms, so it is important you become familiar with them.

The activities were developed by primary and secondary school teachers working in two projects with the holistic model for plurilingual education (Duarte & Günther-van der Meij, 2018) in order to shape plurilingual educational practices for their pupils.

There are seven activities below. Depending on your professional interests and background, please choose two of them to analyse more closely. Here is an overview of the activities:

Nr	Activity	Educational level	CEFR	Subjects (choice of language is adaptable)
1	Multilingual picture books	Primary education (6-7)	A2	Early foreign language
2	Multilingual stories	Primary education (8-10)	A2	Foreign language
3	Are you family? (on language families)	Lower secondary education (12-14)	B1	Foreign language
4	Around the world	Lower secondary education (12-14)	B1	Foreign language
5	Exchange vlog	Secondary education	B2	Foreign language
6	Create words with affixes	Secondary education	B1	Foreign language
7	Multilingual mathematics	Secondary education (reception classes for newly arrived pupils)	A2	Mathematics (taught through an additional language)

During the breakout rooms, please follow the following steps:

- Think of a name for your group! Share with each other which two activities from the handout each of you focussed on and why.
- Then, discuss the following aspects:
 - What differences could you observe between the learning of languages and the learning about languages in the activities you analysed?
 - What languages would be included if the activities were to be carried out in your settings? Which languages of schooling and which home languages of the pupils? What would you change/add/adapt?
 - Can you put plurilingual education into practice in your group? Develop a joint activity to put plurilingual education into practice involving all your pupils' language (maybe you can even implement it using eTwinning).

Please use the following Padlets to share the results of your group:

- Getting to know each other: https://padlet.com/coe_education/u47ge079q56sv7t3
- Differences between languages in the activities (question 1 from above): https://padlet.com/coe_education/emts2fwineydbi2n
- Languages that would be used in your own setting(s) (question 2 from above): https://padlet.com/coe_education/2lkzeeyun7idst6u
- Ideas for putting plurilingual education into practice (question 3 from above): https://padlet.com/coe_education/nqypl6sso320yzv8
- Final thoughts: https://padlet.com/coe_education/9tg84i5mhcty1kq0

Enjoy the activities!

Activity I (from the [3M project](#))

MULTILINGUAL (PICTURE) BOOKS

Category	Choices
Title	Multilingual picture books
Goals	More insight into written language agreements, practice of translation strategies, threshold reduction for Frisian and English reading and writing, increase team skills
Group(s)	Early primary school (pupils aged 6 to 7)
Subject	Dutch, English, Frisian and possibly other languages in which the book is available Language classes in general
Duration	45 minutes
Link to curriculum	Language appreciation Knowledge about multilingualism in general
Languages	Choose a main language (e.g. English) and include all languages of the pupils if possible
Link to FREPA	Awareness of own languages and the languages in the environment Knowledge about language differences (vocabulary and sentence structure)
Skills	Reading
CEFR	A2 (for the main language used)
Description of activity	<p>Step 1 With the whole group choose one (print)book that is available in multiple languages (e.g. the Gruffalo). Present the book first in the main target language (you may use a video: https://www.youtube.com/watch?v=X_EM-iZNguo). You can bring versions of the same book in other languages (or show them online). Look at the same words in the different languages (e.g. jaws, claws, teeth, knees). Ask children to pronounce the words in their home languages or look for the words together on a digital dictionary (with an option to read words using the Latin alphabet as well). Then ask the children whether they would like to make their own multilingual book, using all the language in the class.</p> <p>Step 2 Determine the principle of multilingualism to be used. How will you design the book multilingual? What are relevant languages in your setting and for your pupils? E.g. one page for each language. But it is also possible: every character gets its own language. E.g. owl speaks Frisian, horse is English, etc. Choose a main target language (e.g.) for the narrator, for example.</p> <p>Step 3 How are you going to do the translation in groups of 3? With the help of the teacher, students translate parts of the book into the languages they have chosen to include in their own multilingual</p>

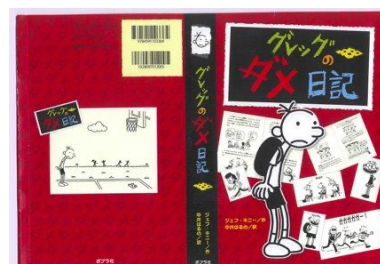
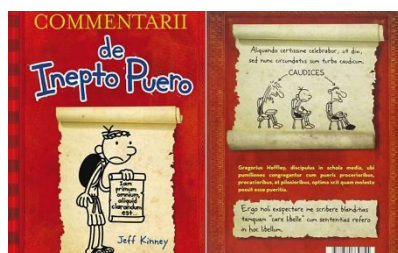
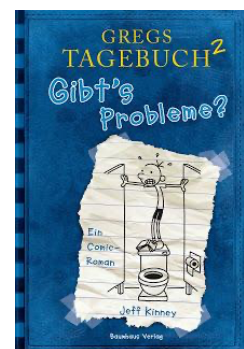
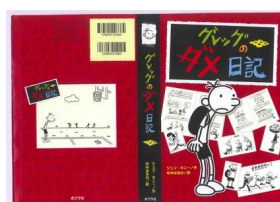
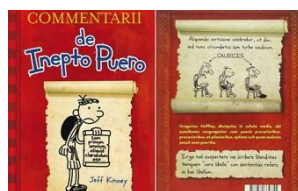
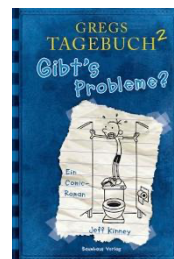
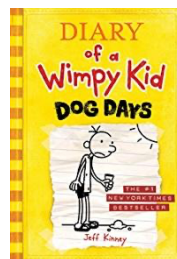
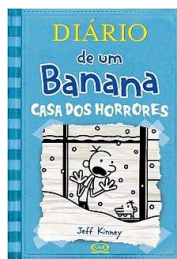
	<p>version of the book (e.g. for the Gruffalo, every animal speaks a different language). Every group gets to work with his sections.</p> <p>Step 4 Design your own book, cut the pictures, choose the size. The result is your own multilingual book, that can be read out loud by the whole class.</p> <p>Extra options: - Turn on activity on eTwinning</p>
Materials	<p>https://www.youtube.com/watch?v=X_EM-iZNguo In Portuguese (https://www.youtube.com/watch?v=MGlyA7FHx0c)</p>
CEFR descriptors	<p>For the main language used in this activity:</p> <p>Reception: Overall oral comprehension: A1 Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.</p> <p>Reception: Understanding media: A2 Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.</p> <p>Reception: Overall reading comprehension: A2 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>Reception: Reading as a leisure activity: A2 Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.</p> <p>Mediating Communication: Facilitating pluricultural space: A1 Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple words/signs and non-verbal signals, by inviting others to contribute, and by indicating whether they understand when addressed directly.</p> <p>Production: Creative writing: A1 Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Production: Sustained monologue: describing experience: A2 Can describe people, places and possessions in simple terms.</p> <p>Pragmatic competence: Thematic development: A2+</p>

Can tell a story or describe something in a simple list of points.

Plurilingual and pluricultural competence: Building on plurilingual repertoire: A2

Can use a simple word/sign from another language in their plurilingual repertoire to make themselves understood in a routine everyday situation, when they cannot think of an adequate expression in the language being.

Examples of (print)books in multiple languages



Activity 2 (from the [3M project](#))

MULTILINGUAL STORIES

Category	Choices
Title	Multilingual stories
Goals	<ul style="list-style-type: none">• Awareness to switching between languages• Practice spelling in different (feed) languages• Translation• Development of general narrative skills
Group(s)	Primary school, children aged 8 to 10
Subjects	Languages(s) in general Writing
CEFR	Level A2 (of a pupil's foreign language)
Duration	90 minutes
Link to curriculum	Language appreciation Knowledge about multilingualism in general
Languages	All languages and all languages present in the class
Link to FREPA	Knowledge about language differences (vocabulary and sentence structure) Language learning strategies
Skills	Writing (and speaking)
Description activity	STEP 1: Preparation / warm-up (10 minutes) <ul style="list-style-type: none">• Go to https://api.gynzy.com/be/nl/items/taal/verhaaldobbelstenene/n/6/2312?location_id=14 or• Use the story dice (video here: https://www.youtube.com/watch?v=G8Ksv6ZSILE)



- On the website: click on 'Play' to roll the dice. Various images appear on the board.
- Via 'Options' you choose the number of dice (1-10) and the theme (holiday or seasons). This can be done in consultation with the students.

STEP 2: Explanation on multilingualism (10 minutes)

- Together with the pupils you make a summary table/overview with the words thrown by the dice in different languages (e.g. Dutch, English, Spanish but maybe also other languages that the pupils speak or find interesting).
- Then the class is divided into groups of 3 students each.
- These groups must find a system to write their story in multiple languages (for example, every figure / dice speaks a different language).

STEP 3: Getting started with the stories (about 40 minutes)

- The groups will start writing the multilingual stories. They have to:
 - a. decide on a storyline (which happens in each of the dice);
 - b. find a logical system for using multiple languages;
 - c. to translate English (or German, Spanish, Polish...).
- Google translate may be used.
- The stories can also be signed/written as a comic.
- The teacher may help during writing.

	<p>STEP 4: Reading/presenting (30 minutes)</p> <ul style="list-style-type: none"> • The stories are read by the groups. • The groups must also explain how they have dealt with the multilingualism in the story. • The class chooses the best multilingual story.
Materials	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=G8Ksv6ZSILE • https://api.gynzy.com/be/nl/items/taal/verhaaldobbelstenenen/6/2312?location_id=14
Experiences from the schools	<p>Photos, videos and products of the children after implementation such as a summary of observations</p>
CEFR descriptors:	<p>Mediating Concepts: Facilitating collaborative interaction with peers: A2+ Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time.</p> <p>Production: Creative writing: A2+ Can tell a simple story (e.g. about events on a holiday or about life in the distant future).</p> <p>Production: Sustained monologue: describing experience A2+ Can use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Pragmatic competence: Thematic development: A2+ Can tell a story or describe something in a simple list of points.</p> <p>Mediating a Text: Translating a written text in speech or sign: A2 Can provide a simple, rough oral translation (into Language B) of routine information on familiar everyday subjects that is written in simple sentences (in Language A) (e.g. personal news, short narratives, directions, notices or instructions).</p> <p>Plurilingual and pluricultural competence: Building on plurilingual repertoire: A2 Can use simple words/signs and phrases from different languages in their plurilingual repertoire to conduct a simple, practical transaction or information exchange.</p> <p>Reception: oral comprehension: A2 Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</p>

Reception: Understanding audio (or signed) media and recordings: A2

Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

Plurilingual and pluricultural competence: Plurilingual comprehension (supplementary): A2

Can exploit easily identifiable vocabulary (e.g. international expressions, words with roots common to *different languages* – like “bank” or “music”) in order to form a hypothesis as to the meaning of a text.

One example (with Dutch, English, Frisian, German and French):

Het Talencircus

Auteur: Saskia Kerkman

Er was eens een meisje dat naar het talencircus ging. Ze kwam als eerste bij de olifant.

‘Bonjour, ma chérie, ca va?’

Die taal kende ze nog wel.

‘Hallo, hoe gaat het met u?’

‘Ca va bien, merci!’

Het meisje liep verder en kwam bij de vogels en zag daar een prachtige papegaai met allemaal mooie gekleurde veren.

‘Wat heeft u mooi rode veren! En blauwe. En gele!’

‘Danke mein liebchen, er sind rot und blau un gelb, aber auch grün!’ zei de papegaai.

‘Groen?’ vroeg het meisje.

‘Jah, grün!’ De papegaai wees naar de groene veren in haar staart.

Even verderop kwam het meisje bij het grote aquarium. Over de bodem liep een grote rode krab.

‘Waarom loopt u zo vreemd?’

‘Excuse me dear. I’m working from left to right.’

‘Van links naar rechts?’

‘Yes, from left to right or right to left.’

Het meisje fronste, ze begreep niet waarom de krab niet gewoon vooruit of achteruit liep. Ze draaide zich om en liep naar de uitgang.

‘Giest no alwer fuort?’ vroeg een stem.

Een meisje draaide zich om. Op een klein stoeltje zat een nog kleiner aapje.

‘Ik ga naar huis,’ zei ze.

‘Mar wêrom? Eynst it huirre net aardich?’

‘Ik begrijp er niets van wat iedereen zegt. Dat is moeilijk.’

‘Mar wat hast leard?’

‘De olifant is gelukkig, de papegaai heeft groene veren en de krab loopt van links naar rechts, of van rechts naar links.’

‘En dochs hat giinien dat oan dy ferteld yn it Nederlândsk. Sioch, do kinst ús wol ferstean, ek ast de taal net kinst.’

Ja, dat was wel zo. Dat was echt zo. En blij ging het meisje weer naar huis.

Activity 3 (from the [Holi-Frysk project](#))

LANGUAGE FAMILIES

Categories	Choices
Title	Are you family?
Objective	With this activity the pupils' awareness on the similarities and differences between languages is increased. They also learn a bit about language history.
Target group	First grades of secondary education
Course	Language subject (foreign language) – originally this activity was prepared for Frisian classes
Length of time	45 minutes
CEFR	B1
Languages	Curricular foreign languages
Skills	Listening, reading, speaking, writing
Theoretical support	Language awareness, language comparison
Description of the activity	<p>Step 1: Preparation/activation (10 minutes)</p> <ul style="list-style-type: none"> ● By using a Powerpoint/picture about the West-Germanic language family (or another relevant language family), the similarities of Frisian-English and Dutch-English (or other languages) can be highlighted and discussed. ● Play a quiz, to show the pupils how one can deduce the meaning of words from other languages or how words can be 'false friends'. ● Together: look at the next three questions and discuss: <ol style="list-style-type: none"> 1- Which words are the same in all four languages, which in three of them, which in two of them and which in one of them? 2- Are the pupils able to guess the meaning of the shown words? <p>See for example these patterns in cognates in 6 European languages:</p>

Engels	Fries	Duits	Nederlands	Drents	Frans	Portugees
sheep	skiep	Schaf	schaap	schaop	mouton	ovelha
us	ús	uns	ons	oes	notre	nosso
church	tsjerke	Kirche	kerk	kerk/kark	église	igreja
cheese	tsiis	Käse	kaas	kees	fromage	queijo
I am	Ik ben	Ich bin	Ik ben	Ik bin	je suis	eu sou
key	kaai	Schlüssel	sleutel	sleutel	clé	chave
together	tegearre	Zusammen	samen	saomen	ensemble	juntos
horse	hynder	Pferd	paard	peerd	cheval	cavalo
rain	rein	Regen	regen	regen	pluie	chuva
way	wei	Weg	weg	weg	chemin	caminho

Engels	Fries	Duits	Nederlands	Drents	Frans	Portugees
sheep	skiep	Schaf	schaap	schaop	mouton	ovelha
us	ús	uns	ons	oes	notre	nosso
church	tsjerke	Kirche	kerk	kerk/kark	église	igreja
cheese	tsiis	Käse	kaas	kees	fromage	queijo
I am	Ik ben	Ich bin	Ik ben	Ik bin	je suis	eu sou
key	kaai	Schlüssel	sleutel	sleutel	clé	chave
together	tegearre	Zusammen	samen	saomen	ensemble	juntos
horse	hynder	Pferd	paard	peerd	cheval	cavalo
rain	rein	Regen	regen	regen	pluie	chuva
way	wei	Weg	weg	weg	chemin	caminho

Step 2: Doing research by yourself (20 minutes)

- After the class discusses the questions, the pupils will work by themselves. In pairs or in groups of three/four they will look up three different words in the three languages that are:
 - 1- The same in all three languages
 - 2- The same in two of the three languages (Frisian-English, English-Dutch and so on)
 - 3- Different in all of the three languages

Every group might look for words in a different category: at home, at the store, in church, and so on.

Step 3: Present research results (15 minutes)

- The words pupils found will be presented and discussed in the classroom

The presentation can be done in the target language, but it is also possible to do it in another language.

Additional choice

Pupils can check the following website for extra information and more depth <http://glottolog.org>

Materials

- Powerpoint presentation/picture with relevant language family
- Laptop/iPad + internet for the task
- <https://taaldacht.nl/gelijkenissen-tussen-engels-en-fries/>
- https://nl.wikipedia.org/wiki/Germaanse_talen

CEFR descriptors

Plurilingual and pluricultural competence: Building on plurilingual repertoire: B I

Can recognise similarities and contrasts between the way concepts are expressed in *different languages*, in order to distinguish between identical uses of the same word/sign and “false friends”.

Mediating Concepts: Facilitating collaborative interaction with peers: B I+

Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

Mediating Concepts: Collaborating to construct meaning: B I

Can ask a group member to give the reason(s) for their views.

Reception: Overall oral comprehension: B I

Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.

Production: Addressing audiences: B I+

Can give a prepared presentation on a familiar topic within their field, outlining similarities and differences.

Mediation Strategies: Linking to previous knowledge: B I

Can show how new information is related to what people are familiar with by asking simple questions.

Examples of final products of the assignment:

Geschiedenis
Toen vroeger Friesland nog een apart land was, gingen ze naar Engeland. Toen ze daar aankwamen, veranderde de talen een beetje. Het begon een beetje op elkaar te lijken. Toen ook de Nederlanders kwamen, begon ook het Nederlands op beide talen te lijken. Uiteindelijk kwam Friesland bij Nederland in, en werd het een provincie. Vandaar dat deze 3 talen erg op elkaar lijken.

False friends
Bij sommige woorden in een andere taal zou je verwachten dat het een bepaalde betekenis heeft. Bijvoorbeeld bij het woord mug. Als je mug in het Engels ziet zou je verwachten dat het ook mug in het Nederlands betekent, niet dus. Het Engelse woord mug betekent in het Nederlands beker. En nog een voorbeeld is bijvoorbeeld sparrow waarvan zou je verwachten dat het sprenuw in het Nederlands betekent, maar het betekent mus. En zo kan je nog wel wat van die false friends noemen, zoals acorn is in het Nederlands niet eekhoorn maar eikel en deer betekent niet in het Nederlands dier maar hert.

Ingelsk	Nederlânsk	Frysk
Engels	Nederlands	Fries
English	Dutch	Frisian
Cat	Kat	Kat
Blodfish	Bloedvis	Bloedfisk
Dog	Hond	Hûn
Deer	Hert	Deer
Goose	Gans	Goes
Knee	Kni	Koenen
Schnee	Sneep	Schaap
Acorn	Aardel	Aardel
Blackbird	Mereel	Blackbird
Tiger	Tiger	Tiger
Horse	Pard	Hynder
Guinea pig	Cavia	Guinea pig

taalfamiljes

Geschiedenis talen Engels.

Fries en Nederlands
 De talen Engels, Nederlands en Fries zijn verwant. Ze behoren tot de West-Germaanse talen. Dit betekent dat ze veel woorden gemeen hebben. Dit komt omdat ze alle drie van de West-Germaanse taalfamilie afstammen. Dit betekent dat ze veel woorden gemeen hebben. Dit komt omdat ze alle drie van de West-Germaanse taalfamilie afstammen.

Vakje	Nederlands	Fries	Engels
roze	roze	roaz	rose
baan	baan	baan	baan

Woorden die in de drie talen gelijk zijn:

Nederlands	Engels	Fries
haar	hair	haer
steun	support	steun
hand	hand	hân

Woorden die in Frys/Engels gelijk zijn:

Frys	Engels
ear	ear
finger	finger
noas	nose
haare	hair
steun	support

Hand-drawn illustrations of a hand, a heart, and a brain.

Taalfamiljes

Germaanse talen

Germaanse talen

- Deergermaans
 - Deergermaans
 - Old Dutch
 - Old Frisian
 - Deergermaans
 - Old English
 - Old Frisian
 - Deergermaans
 - Old Frisian
 - Old Dutch

Modern languages: Duits, Nederlands, Engels, Fries, Afrikaans, Zweeds, Noors, Oerds, IJslands.

Germaanse talen die verwant zijn aan het Fries:

Nederlands	Engels	Fries
kip	chicken	kip
schape	sheep	skape
ko	cow	ko

Hier zijn een paar voorbeelden van de oerwoorden die in alle drie talen voorkomen:

Nederlands	Engels	Fries
oerbaar	stork	oarbaarre
kip	chicken	kip
cavia	Guinea pig	Bar gemasty

Hier zijn een paar voorbeelden van de oerwoorden die in alle drie talen voorkomen:

Nederlands	Engels	Fries
kip	chicken	kip
schape	sheep	skape
ko	cow	ko

Hier zijn een paar voorbeelden van de oerwoorden die in alle drie talen voorkomen:

Nederlands	Engels	Fries
kip	chicken	kip
schape	sheep	skape
ko	cow	ko

Hand-drawn illustrations of a cow, a sheep, and a pig.

Activity 4 (from the [Holi-Frysk project](#))

AROUND THE WORLD

Title	Around the world
Objective	With this activity, pupils are encouraged to think about Frisian (can be another language) and language situations in other countries, by making a TikTok video about a language from a multilingual country
Target group	First grades of secondary education (pupils aged 12 to 14)
Subject	Languages
Duration	1 hour
Link to curriculum	Language awareness
Languages	English, Dutch, Frisian and a language of your own choice
CEFR	B1
Skills	Speaking, writing
Description of the activity	<p>Step 1: Using the target language (e.g. Frisian, English or French), the teacher starts with questions about different countries' language situations:</p> <ul style="list-style-type: none">▪ <i>Do you know countries or regions which have more than one language?</i>▪ <i>Why do these countries have these languages?</i>▪ <i>In what way might two or more languages be useful for a country?</i> <p>Step 2: To show why it might be useful to have more than one language, watch the following video, https://www.youtube.com/watch?v=6u-5xAzormw in which a man made a song containing 145 languages.</p> <p>The pupils have to create something that many people can watch and understand. Do any of the pupils know of a platform on the internet, where this might be the case? (YouTube? Facebook? TikTok?)</p> <p>Step 3: The teacher explains the assignment: We will work towards becoming our own travel agency. We need to know something more about the countries we will be advertising.</p>

	<p>The teacher makes pairs and explains the assignment further: Choose a country/region you find interesting, which has at least two acknowledged languages. Make a mind map about that country containing everything you know. The mind map will be made in two different languages.</p> <ol style="list-style-type: none"> 1) English and another language (e.g Dutch) 2) in one of the languages of the chosen country. <p>Step 4</p> <p>Present the promotional videos to each other. Do we know more about societal multilingualism in different regions? What are the differences between the presented regions/countries? To which country would you like to go and why?</p>
<p>CEFR descriptors</p>	<p>Reception: Overall oral comprehension: B I</p> <p>Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</p> <p>Reception: Understanding audio (or signed) media and recordings: B I +</p> <p>Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.</p> <p>Plurilingual and pluricultural competence: Plurilingual comprehension: B I</p> <p>Can extract information from documents in different languages in their field (e.g. to include in a presentation).</p> <p>Mediating Concepts: Facilitating collaborative interaction with peers: B I +</p> <p>Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Mediating Concepts: Collaborating to construct meaning: B I</p> <p>Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.</p> <p>Production: Overall oral production: B I</p> <p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within</p>

their field of interest, presenting it as a linear sequence of points.

Production: sustained monologue, giving information: B1

Can describe how to do something, giving detailed instructions.

**Plurilingual and pluricultural competence:
Building on plurilingual repertoire: B2**

Can make use of different languages in their plurilingual repertoire to encourage other people to use the language in which they feel more comfortable.

Activity 5 (from the [Holi-Frysk project](#))

EXCHANGE VLOG

Title	Exchange vlog
Objective	With this activity, pupils become aware of their (linguistic) environment and can exchange these with other (foreign) schools
Target group	First grades of secondary school
Subject	Language subject: English, German, French, Spanish, Frisian
Duration	45 - 60 minutes
Link to curriculum	Knowledge about multilingualism in general Theme: Exchange
Languages	English, German, French
CEFR	B2
Skills	Listening, speaking
Activity description	<p>Step 1 (5 minutes) The teacher explains the goal of the lesson. The pupils will make a vlog about their (linguistic) environment. The vlogs are meant to send to the pupils of an exchange school. The pupils of this school send their own vlogs back. This can be the start of more correspondence with the school. If there is no exchange planned, the vlogs could also be presented to one another.</p> <p>Step 2 (10 minutes): The teacher explains the assignment in more detail. The pupils make an English vlog (a different foreign language can also be chosen). For the requirements, see Worksheet “Exchange vlog” (below) There are 3 different levels for the assignment (see Worksheet “Exchange vlog”). It is possible to differentiate within classes.</p> <p>Step 3 (30 - 45 minutes): The pupils start writing the scripts for their vlogs, so that they know what to say. They are allowed to use a dictionary if needed (also digital).</p> <p>Step 4 (homework): The pupils record the vlog at home / in their neighborhood since they must show their environment. They may add</p>

	<p>subtitles.</p> <p>Step 5 (next lesson): The vlogs are shared with the exchange school and the vlogs that are received will be watched, or the vlogs will be presented and discussed with each other.</p>
Materials	<ul style="list-style-type: none"> • Worksheet “Exchange vlog” • Smartphone or videocamera • Communication platform / method with other schools for exchange (e.g eTwinning) • Pen and paper
CEFR descriptors	<p>Mediating Concepts: Facilitating collaborative interaction with peers: B2</p> <p>Can help define goals for teamwork and compare options for how to achieve them.</p> <p>Mediating Concepts: Collaborating to construct meaning: B2</p> <p>Can further develop other people’s ideas and opinions.</p> <p>Production Strategies: Planning: B2</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient(s).</p> <p>Production: Creative (writing): B2+</p> <p>Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p> <p>Plurilingual and pluricultural competence: Building on plurilingual repertoire: B2</p> <p>Can introduce into an utterance an expression from <i>another language in their plurilingual repertoire</i> that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary.</p> <p>Reception: Oral comprehension: Understanding as a member of a live audience: B2</p> <p>Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.</p> <p>Interaction: Oral interaction, Formal discussion (meetings): B2</p> <p>Can follow the discussion on matters related to their field, understand in detail the points given prominence.</p> <ul style="list-style-type: none"> •

The pupils will make a vlog and show their environment (village, city, landscape)

- The pupils tell in English, at their own level*, a few characteristics of their own environment
- The pupils make a vlog of at least 3 minutes
- The pupils explain 5 words from their native language in English (what is the meaning).
- The vlog ends with a personal question for the viewer.

*The specifications per level are explained below

Differentiation levels:

A1 and A2:

- The pupil can use short sentences.
- The pupil introduces themselves: name, siblings, place of residence, province, country
- The pupil tells which language they speak
- The pupil tells in at least 10 sentences about their place of residence. For example: how many inhabitants, whether they like it there, the nice post, etc. The locations should be visible in the vlog.
- The pupil explains 5 words of their native language in English. The pupil can pick any words.
- The pupil asks a personal question to the receiver of the vlog.
- The pupil ends with a greeting from the native language, for example Oant sjen, Tot ziens, etc.
- The vlog is at least 3 minutes long.

B1 and B2

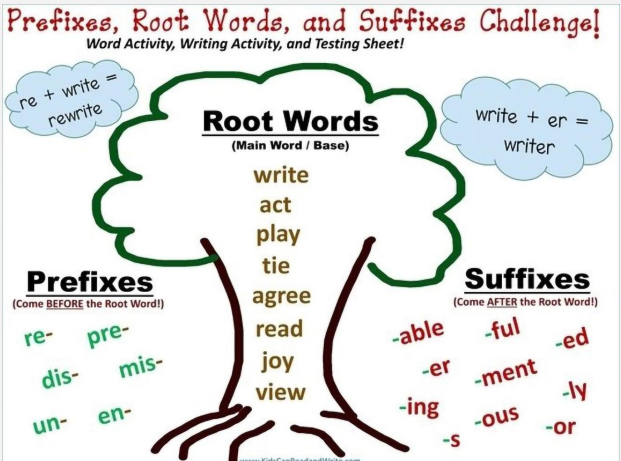
- The pupil uses more complex sentences.
- The pupil introduces themselves and tells his name, living situation, place of residence, hobbies and interests
- The pupil tells which language(s) they use in daily life and explains where and with whom they speak these languages
- The pupil explains 5 words from their native language in English. The pupil can pick these words.
- The pupil tells in at least 15 sentences something about their place of residence. For example sights, interesting stories, sport clubs, etc. The locations should be visible in the vlogs.
- The pupil ends with a personal question for the receiver of the vlog.
- The pupil uses a greeting from their native language, such as Oant sjen, Tot ziens, etc..
- The vlog is at least 3 minutes long.

C1 and C2

- The pupil uses more complex sentences
- The pupil gives a kind of monologue
- The pupil introduces themselves and tells their name, living situation, place of residence, hobbies and interests.
- The pupil tells which language(s) they speak and where and with whom they speak these languages
- The pupil explains 5 words from their native language. The pupil picks complex words.
- The pupil tells in at least 25 sentences something about their place of residence. For example about sights, interesting stories, sport clubs, dialects. The locations should be visible in the vlog
- The pupil ends with a personal question for the receiver of the vlog
- The pupil ends with a greeting from their native language such as Oant sjen, Tot ziens, etc.
- The vlog is at least 3 minutes long

Activity 6 (from the [Holi-Frysk project](#))

CREATE WORDS WITH AFFIXES

Title	Create words with affixes
Aims	With this activity pupils learn about affixes. The awareness of similarities between affixes in multiple languages is increased.
Target group	First grades of secondary education
Subject(s)	Language in general Language of instruction: Dutch, English, German, French
Duration	1 or 2 lessons
CEFR	B1
Languages	Dutch, English, German and French
Link to FREPA	Knowledge about differences and similarities between languages Language learning strategies
Skills	Listening, reading, speaking, writing
Related concepts	Language awareness and language comparison
Activity description	<p>During this task, pupils will be challenged by creating words with a prefix, a stem and a suffix, all by themselves.</p> <p>Step 1 This can be done by providing answers with the help of a Mentimeter (https://www.menti.com/a7b857), Kahoot, and individually or in pairs.</p> <p>Prefixes, Root Words, and Suffixes Challenge! <i>Word Activity, Writing Activity, and Testing Sheet!</i></p>  <p>Step 2 Every pupil will receive an A4 with parts of a word on it. The pupils need to create words together. The class need to be divided in sets of three. Every pupil receives a piece of paper with a prefix, a stem</p>

	<p>and a suffix. The pupils are expected to create new words. Except for English, Dutch, German and French are important to be used as well. Note that it is important to explain/discover:</p> <ul style="list-style-type: none"> - What prefixes are similar? - What suffixes are similar? - What really differs? <p>An Excel sheet (see appendix) can be used for both courses. In this sheet, examples of prefixes and suffixes are presented in every language (Frisian, Dutch, English, German and French)</p> <p>Task for at home Pupils collect prefixes and suffixes they come across every single course. They can be found in textbooks, during an assignment and so on. After two weeks, the pupils present their results to their peers in English. Pupils will mention:</p> <ul style="list-style-type: none"> • In what languages did they find examples? • During what course did they find this example? <p>Could they come up with the meaning of the words with the help of the universal meaning of the prefixes and suffixes?</p>
Materials	<ul style="list-style-type: none"> • https://www.menti.com/a7b857 • Excelsheet presenting similarities between affixes between multiple languages
CEFR descriptors	<p>Reception: Identifying cues and inferring (spoken, signed and written): B I</p> <p>Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).</p> <p>Plurilingual comprehension: B I</p> <p>Can recognise similarities and contrasts between the way concepts are expressed <i>in different languages</i>, in order to distinguish between identical uses of the same word/sign and “false friends”.</p> <p>Plurilingual and pluricultural competence: Building on plurilingual repertoire: B I</p> <p>Can exploit creatively their limited repertoire in different languages in their plurilingual repertoire for everyday contexts (<i>in order to cope with an unexpected situation</i>).</p> <ul style="list-style-type: none"> •

Suffix	Definition	English	Nederlands	Frysk	Deutsch	Français
-able, -abel	is	profitable	rendabel	rendabel	profitabel	profitable
-ible, -ibel	can be	sensible	sensibel	sensibel	<i>vernünftig</i> (sensibel)	<i>raisonnable</i>
-al, -eel, -ell, -el	having characteristics of	universal	universeel	universeel	universell	universel
-en	made of	golden	gouden	gouden	golden	<i>en or</i>
-er, -or	one who; person connected with	baker, professor	bakker, professor	bakker, professor	Bäcker, Professor	boulangier, professeur
-er	more	taller	langer	langer	länger	<i>plus long</i>
-est, -st, -sten	the most	tallest	langst	langst	am längsten	<i>le plus long</i>
-ful, -vol, -fol, -voll	full of	hopeful	hoopvol	hoopfol	hoffnungsvoll	<i>plein d'espoir</i>
-ion, -sie, -tie, -sje	act; process	commission, motion,	commissie, motie	kommissje, moasje	<i>Ausschuss, Kommission, Bewegung</i>	commission, <i>mouvement</i> (motion)
-ty, -teit, -pij, -schaft, -té	state of	relation, edition	relatie, editie	relaasje, edysje	<i>Beziehung / Relation, Ausgabe / Edition</i>	relation, édition
-ive, -tief, -tyf, -tiv, -tif	adjective form of noun	activity, society	activiteit, maatschappij	aktiviteit, maatskippij	Aktivität, Gesellschaft	activité, société
-less, -loos, -leas	without	active, sensitive	actief, sensitief	aktyf, sensityf	aktiv, <i>empfindlich</i>	actif, <i>susceptible, sensible</i>
-ly, -lijk, -lik, -lich	how something is	hopeless	hopeloos	hopeleas	hoffnungslos	<i>désespéré, sans espoir</i>
-ment	state of being; act of	lovely	heerlijk	hearlik	herrlich	<i>excellent, charmant</i>
-ness, -heid, -ens, -keit	state of; condition of	department	département	département	<i>Abteilung</i> (Département)	département
-ous, -eus, -iös, -ig, -ich, -eux	having qualities of	openness, kindness	openheid, vriendelijkheid	iepenheid, freonlikens	Offenheit, Freundlichkeit	<i>franchise, amabilité</i>
		gracious, courageous	gracieu, moedig	grasjeus, moedich	graziös, mutig	gracieux, courageux

Prefix	Definition	English	Nederlands	Frysk	Deutsch	Français
anti-	against	antibiotic	antibiotica	antibioatikum	Antibiotikum	antibiotique
de-, dé	opposite	defect	defect	defekt	Defekt	défaut
dis-, des-, dés	not / opposite	disinterest	desinteresse	desynteresse	Desinteresse	désintéressement
fore-, voor-, foar-, vor-, pre-	before / front of	forehead	voorhoofd	foarholle	Vorarbeit	préparation
for-, ver-, fer-, vor-, par-		forgive	vergeven	ferjaan	vergeben	pardonner
in-, yn-, ein-	in / not	income ; indirect	inkomen; indirect	ynkommen; yndirekt	Einkommen; indirekt	revenu; indirect
im-, ym-	in / not	impulse ; immoral	impuls; immoreel	ympuls; ymmoreel	Impuls	impulsion
inter-, ynter-	between / among	interaction; interrupt	interactie; interrumpieren	ynteraksje; ynterrumpearje	Interaktion	interaction
miss-, mis-	wrongly	miscommunication	miscommunicatie	miskommunikaasje	Missverständnis	malentendu
non-, nicht-	not	non-active; nonsense	non-actief; nonsens	non-aktyf	nicht aktiv; Nonsens	<i>inactif</i>
over-, oer-, über-	over / too much	overconfident	overmoedig	oermoedich	übermütig	exubérant
pre-, prä-, -pré	before	president	president	presidint	Präsident	président
re-	again	reproduce	reproducieren	reprodusearje	reproduzieren	reproduire
sub-	under	subculture	subcultuur	subkultuer	Subkultur	<i>sous-culture</i>
un-, on-, ün-, un-, in-	not / opposite of	unusual	ongebruikelijk	ûngebrûklik; ûnsin	ungewöhnlich; unmoralisch	insolite, inhabituel
under-, onder-, ûnder-, -unter, sous-	under / too little	underestimate	onderschatten	ûnderskatte	unterschätzen; unterbrechen	sous-estimer

Activity 7 (from the [Holi-Frysk project](#))

MULTILINGUAL MATHEMATICS

Title	Multilingual mathematics									
Objective	With this activity pupils learn the basic mathematical concepts and link these to the languages they speak at home.									
Target group	First grades of secondary school									
Subject	Mathematics									
Duration	1 or 2 lessons									
Link to curriculum	Linguistics Knowledge about multilingualism in general									
Languages	All languages that are present									
CEFR	A2 (for newly arrived pupils)									
Skills	Listening, reading, speaking, writing									
Activity description	<p>Step 1 Analyse the mathematics book(s) with the pupils and focus on identifying the different mathematical words. Hand out A4's, including the symbols of the count words and the related word. Pupils should find the right match. Half of the pupils have symbols, the other half have words. For instance: one pupil has the word 'plus' and the other pupil has the symbol '+'. Step 2 Every pupil should get an A4 with one of the parts of the count word on it. Let them create words. Every pupil gets a piece of paper with a piece of the count word on it, divided in a prefix, a stem and a suffix. Pupils need to create a word. For instance (in Dutch): 'ver', 'menig', and 'vuldig'= vermenigvuldigen. Step 3 Combine step 1 and 2. All count words and symbols that form a pair need to be combined. Again, this task will be done by handing out A4s among the pupils.</p>									
	<table border="1"> <thead> <tr> <th>Concept</th> <th>Symbol</th> <th>Meaning</th> <th>Expression</th> </tr> </thead> <tbody> <tr> <td>plus</td> <td>+</td> <td>Plus sum, increasing a number</td> <td>add to add more together adding</td> </tr> </tbody> </table>	Concept	Symbol	Meaning	Expression	plus	+	Plus sum, increasing a number	add to add more together adding	
Concept	Symbol	Meaning	Expression							
plus	+	Plus sum, increasing a number	add to add more together adding							

	minus	-	Minus sum, decreasing a number	subtract to subtract less take away
	divide	: / ÷	A divide sum, decreasing a number	divide to divide to part divide by
	multiply	x	Multiply sum, increasing a number	multiply to multiply
	<p>Step 5 The pupils should write down the words in the word web in their own language.</p> <p>Step 6 Discuss the concepts in different languages. It is important to highlight:</p> <ul style="list-style-type: none"> • What words are the same? • What is totally different? <p>Does every language have a satisfying word for every count concept?</p>			
Materials	Handouts with symbols and terms			
CEFR descriptors	<p>Production: Planning: A2 Can recall and rehearse an appropriate set of phrases from their repertoire.</p> <p>Interaction: Obtaining goods and services: A2 Can give and receive information about quantities, numbers, prices, etc.</p> <p>Plurilingual and pluricultural competence: Building on pluricultural repertoire: A1 Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type.</p> <p>Plurilingual and pluricultural competence: Building on plurilingual repertoire: B1 Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word/sign and “false friends”.</p>			

Examples from a school for newly arrived pupils in the Netherlands:

