



### **Many Languages: One Core**

**Mr. Stephen R. Adamson & Dr. Freddie A. Bowles**

ACTFL Annual Conference: *Many Languages: One United Voice*

November 16-16, 2012

Philadelphia, PA

#### **Instructional Activities Examples**

1. Make a list of ten items you need for school. Find an online store from the target culture that sells school supplies. Write down prices for the items you find. You may want to add to or modify your list based on what you find online. Describe your online purchases to your partner, following the model. Next, convert the prices to dollars with an online currency converter. Compare the prices with those of an online store in the United States. Present your findings to your partner. (Be sure to list the online sites you used.)

Model: (in the target language): I need a notebook.

At Office Depot it costs \$2.60.

---

2. Look at this brochure you received for a back-to-school sale. Write a note to your parent telling which of these school supplies you need for your classes and what colors you prefer.

NOTE: Included is an advertisement/brochure in the target language of several images and school supplies of various colors. Prices are also provided.

---

3. Work with a classmate. It's back to school time and you're buying the school supplies below. Take turns being the customer and the salesperson.

NOTE: There are several school objects randomly placed on the page. They are various colors and have various price tags attached. This is an illustration rather than a photo.

---

4. \*In this project, students will create a weekly schedule that will include each day's classes and after-school activities, as well as lists of supplies needed for specific classes. (*\*Taken from Teacher's Edition*)

1. Have students fill in the days of the week at the top of their schedule grid.

2. Create a list of the classes they take each day. Annotate the list by naming at least 2 school supply items needed for a different class each day.
  3. Write a sentence about an activity they are doing after school for each day of the week.
  4. Peer edit.
  5. After peer editing, create or find art to illustrate their schedules.
  6. Make any necessary corrections and create final drafts of their schedules on their grids, placing their supply lists with the appropriate classes and inserting the after-school activity sentences in the grid's bottom row.
- 

5. Imagine you are attending high school in a target language country and you are writing to a key pal in your language class back home describing the experience. Compare what you know about school life in a target language country with school life in the United States. Create your class schedule based on what you have learned about the different systems of education and describe your daily routine. Use color and computer-generated artwork or designs to make the schedule look interesting. Be prepared to discuss your schedule in class, naming similarities and differences between the different systems.

Model: (in the target language): The name of the school is...  
I have...class at 2:30.

---

6. Create a shopping list of some school supplies you would like to buy. Write the prices offered at the New Era Bookstore next to the items on your list. Then add up the total cost of your purchases and write a complete sentence stating the total in dollars and cents. You only have \$40.00, so be careful not to spend more than you have!
- 

7. Your pen pal from a target language country is coming to visit your school next semester and would like to know what to expect. Write her a note describing your language classroom.
    1. Prewrite: Draw a simple sketch of your classroom, showing the classroom items you intend to describe in your note. Label the items.
    2. Draft: Write the first draft of your note. Your sketch will help you remember which items you want to describe and where they are located. Use the model to help you organize your writing.

Model: (in the target language)  
In my classroom there are 4 windows. My desk is in front of the teacher's desk. The flag is next to the door. The computers are on top of the table.
    3. Revise: Read through your paragraph and check for correct spelling. Share your work with a partner.
    4. Publish: Make a final copy of your note.
- 

8. Create a brochure about your school that would be helpful to a new student from a target language country. Include some of the following: places in the school, classes offered, school supplies

needed, teachers, and extracurricular activities. Your brochure should have illustrations and at least six sentences.

---

**9.** Write down three to five questions dealing with the time of day and pass them to another classmate who will answer them. Your questions could include topics such as asking the time for going home, meeting with other friends, participating in activities, watching TV, and so on.

**10.** Form groups of three to find out what each of you likes or doesn't like to do.

Student 1 makes a list under the heading of "what I like to do."

Student 2 makes a list under the heading of "what I don't like to do."

Student 3 makes two lists—one for each –like/don't like.

S3 asks S1 what activities he or she likes. If S1 likes the same activity as S3, S3 makes a check mark beside the name of that activity on the appropriate sheet. Then S3 asks S2 the same questions. If S3 finds that S2 dislikes the same activity, S3 makes a check beside the name of that activity on the appropriate sheet. After Ss 1 and 2 have reported all their likes and dislikes to S3, S3 may tell the entire class what likes and dislikes all group members share.

---

**11.** You and your partner each list the activities you are planning for the next week. Make one weekly calendar including the days and times. Then write down all the activities you each listed, with your names next to the activity. Discuss the upcoming activities, asking and answering questions.

---