










"Trees: linguistic and cultural aspects"¹

Introductory information

The purpose of this activity is to enhance students' plurilingual and intercultural competences through the following FREPA descriptors:

A-1.1.2	Considering or apprehending linguistic or cultural phenomena as an object of observation or reflection	
A-2.1	Sensitivity towards one's own language or culture and other languages or cultures	
A-3.2.1	Being curious about (and wishing) to understand the similarities and differences between one's own language or culture and the target language or culture	
A-15.1	A feeling of familiarity linked to similarities or proximities between languages or between cultures	

K 6.2.1	Knows that the particular way in which each language expresses or "organises" the world is influenced by culture	
K 6.6	Knows that there is no word for word equivalence from one language to another	
K 13.2.1	Knows some resemblances or differences between one's own culture and other cultures	

S 3.1.1	Can establish similarity and difference between languages or cultures from observation, analysis, identification or recognition of some of their components	
S 3.10.3	Can compare meanings or connotations corresponding to cultural features (e.g. a comparison of the concept of time , etc.)	

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FREPA approaches used: awakening to languages approach, intercultural approach, other approaches used: CLIL (content and language integrated learning)

Level of instruction

Secondary 1-2

Themes

bilingual/plurilingual competence, iconic documents, meaning, nature/environment

Languages

English, Armenian

Subjects: English, Biography, Geology

Timing of the overall activities 2*45 minutes (?)

Resources and materials needed Worksheets 1, 2, 3, 4

Short description:

The activity is divided into 2 parts.

1. The students are asked to define and label the different parts of a tree. Different parts of a tree are also used in a figurative manner. They translate the words into their L1 (Armenian). Then the class compare the connotation of trees in English and in their L1 by using Worksheet 3.

2. Using Worksheet 4, the students create a poster about the benefits of the baobab tree for both humans and animals. They work in groups and present their findings in class in the form of a presentation.

Duration: 2*45 minutes (?)

Aims:

- To label common parts of trees on different types of trees in English
- To learn about connotations and collocations of the word tree and of a specific tree in English
- To understand the multiple functions of a tree in an ecologic system through the example of the baobab tree

Worksheets 1,2

Labelling parts of a tree; figurative senses of parts of a tree

NOTES FOR THE TEACHER

1. Learners label different trees with these terms: roots, trunk, crown, branches, leaves.
2. Learners find different uses of these terms with the aid of a monolingual dictionary.
3. Learners say what parts of a tree are called in their L1 and what other uses of these terms exist.

According to your class's needs, either start with projecting a picture of a tree and talking about it, using the terms roots, trunk, crown, branches, leaves, or ask learners to tackle Worksheet 1 in pairs straight away.

Worksheet 3

Connotations of trees in English and in learners' L1

NOTES FOR THE TEACHER

Learners work in groups examining the connotations the word tree is carrying in English and exploring connotations of the word tree or of specific trees in their first language. They introduce their findings to class.

Worksheet 4

The Baobab tree: Exploring the multiple functions of a tree in an ecologic system

NOTES FOR THE TEACHER

Learners research the manifold benefits of the baobab tree for humans and animals. They collect and sort the different aspects involved and create a poster displaying their findings.

LABELLING PARTS OF A TREE

Worksheet 1


Label the pictures with these terms: *roots, trunk, crown, branches, leaves.*






Worksheet 2

Labeling parts of a tree: figurative senses of parts of a tree.

- a) Parts of a tree can also be used in a figurative sense in English. Look at these definitions going with the words root, trunk, branch, leaf, crown. Write the appropriate word next to its definition. Check with a partner.

 a large strong box with a lid used for storing things or for carrying them when you travel. _____

 a sheet of paper, especially in a book. _____

-  a circular decoration that a king or queen wears on their head as a symbol of power, often decorated with jewels. _____
-  the _____ of a number is another number that, when multiplied by itself a particular number of times, equals that number.
-  a shop or office representing a large company or organization in a particular area.

- b) With your partner, use a monolingual dictionary (on paper or online) to make a list of other uses of these words in English.
- c) In class, read out uses of *trunk - leaf - crown - root - branch* and find out which part of the tree the definition is alluding to.
- d) What are parts of a tree called in your language? Write in English two or three figurative uses of parts of a tree used in your first language. Discuss it in class.

Worksheet 3

Connotations of trees in English and in LEARNERS'L1

What does a tree make you think of? In English, the word *tree* makes people think of the countryside, greenness, strength and longevity. Others may think of leafless trees connoting winter and hardship. Moreover, specific trees might make people think of certain things, the word *oak*, for instance, is often used in connection with words such as *solid, royal, old*.

What are speakers of your first language thinking of in connection with trees? Are there any specific trees in your first language's culture that are used in connection with other words? Discuss this in class.

Go to <http://www.logosdictionary.org> and type the name of a tree in your first language, then click on *search*. How many translations are being offered for your tree? Are some of them similar to the name in your first language? Try other trees. What can you find out? Compare your findings in groups.

Worksheet 4

The Baobab Tree: exploring the multiple functions of a tree in an ecologic system

Brainstorm what a tree is good for: what benefits can you think of, for humans or animals ? Make a list and exchange ideas in class.

You are going to learn about a characteristic tree in the African savannah landscape. This tree is used in many ways by animals and humans. Its name is the baobab tree. Research the internet to find out about this tree. You may start with one of these web sites:

http://www.baobab-solutions.com/the_baobab.htm

<http://www.yozuna.com/baobab>

Imagine specific people and animals living near a baobab tree. On sheets of paper write down the description of a person or the name of an animal and its profit from the baobab tree, e.g. Cheetah – Enjoys the shade under the baobab when it's hot. / Little girls – Like to play hide and seek in and around the baobab.

Arrange your sheets of paper on a poster with a picture of a baobab tree.

Read and compare your posters in class.