

Words from Other Languages

Consider using with *Voyages in English 2011*

Grade 3–Chapter 8, Lesson 5

Grade 4–Chapter 6, Lesson 3

Grade 5–Chapter 3, Lesson 3 or Chapter 6, Lessons 3 or 4



Teach

Explain that many different languages have made contributions to English vocabulary. Some of these words are easy to read and pronounce. Others have more unusual spellings or pronunciations. Tell students that as they read and spell, they can use their knowledge of English to decode unfamiliar words. Discuss with students some of the rules they observe when they read and spell words.

Possible rules include

- silent *e* appears at the end of words with a long vowel sound.
- dropping the silent *e* or doubling consonants before adding *-ed* or *-ing*.
- knowing the sounds made by syllables *-le* and *-ed* when they end words.
- writing *i* before *e* in the long *e* sound except when this letter combination appears after the letter *c* or when *ei* makes the long *a* sound in a word.

Then explain that some words from other languages cannot be pronounced following English phonics rules. These words have pronunciations that are influenced by their languages of origin.

Practice

Write the following words on a chart:

French:	ballet	grotesque	filet	gourmet	armoire
Norwegian:	ski	fjord	slalom	floe	krill
African:	banana	yam	zebra	jumbo	safari
Greek:	psychology	psychiatrist	abyss	alphabet	hypnotism
Japanese:	karaoke	anime	sushi	edamame	haiku
Spanish:	abalone	cafeteria	chocolate	embargo	mosquito
Native American:	caribou	hickory	moccasin	raccoon	toboggan

Read aloud the words and have students repeat them. Discuss patterns, spellings, and sounds that these words have in common.

Apply

Arrange students in groups and assign each group a country of origin. Ask groups to use a dictionary, encyclopedia, or online resources to find five additional words from their assigned country. Have them practice the pronunciations of the words, noting those that have unusual pronunciations that do not follow the more common English phonics rules. Have students share with the class the rules of pronunciation that they notice.

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Assess

Post a large map of the world on a bulletin board or wall. Have groups write the words they found on small strips of paper and then pin the strips to their countries of origin on the map. Check that each word is pinned to the correct country.

Listening and Speaking Connection: Have students each select one word a word that originated from a different language. Ask them to create posters that show the following:

- the word they've chosen
- a photo or drawing of the flag representing the word's country of origin
- the word's pronunciation
- a photo or drawing showing the word's meaning

Ask students to take turns presenting their posters to the class. Encourage volunteers to use the word in sentences.