



KS2 Unit 3 Lesson 1: Loanwords

Crib Sheet

Slides 1 and 2 introduce the lesson objectives. We will look at what loanwords are, investigate why we have so many loanwords in the English language, we will try to spot where our loanwords come from and use them creatively to make our own silly sentences.

- We can see that the English language has borrowed thousands of words from other languages.
- We can see that other languages also borrow words from English and from other languages.
- We can see that language evolves, changes and grows as humans move and evolve.

Slide 3 starts us off with a set of French words that we use in English. They are all loanwords.

Slides 4 to 8 give details of why the English language has so many loanwords. Pupils write down three of these reasons on their worksheets.

Slide 9 asks pupils to use their linguistic knowledge to match the loanword to its language of origin. And **slide 10** provides the answers. It may help if pupils sound these words out.

1. Kindergarten - German
2. Caravan - Arabic
3. Garage - French
4. Mosquito - Spanish
5. Opera - Italian
6. Ski - Norwegian
7. Karma - Sanskrit
8. Bungalow - Hindi
9. Karaoke - Japanese
10. Area - Greek

Slide 11 is a quiz to see if pupils can work out the loanword. Did they realise that these words are borrowed from other languages? Perhaps “fiesta,” but perhaps not “robot.”

Slide 12 looks at why we use loanwords – it is so we can describe something we have not come across before, or perhaps it adds more clarity to something we were thinking, feeling, or wanting to articulate.

Slide 13 is a creative task where pupils compete to write sentences using loanwords. Who can create a crazy sentence using at least three loanwords from the list below? Who can use the most loanwords in a sentence? Who can create more than one sentence? Who can create the funniest sentence?



Slide 14 poses an interesting question – does the language you speak shape the person you are? This is philosophical and pupils may need help in articulating their thoughts. Prompt questions may be, “Can you have a thought if the word doesn’t exist in your language?” or “Is being “British” or being “French” tied to speaking the language?”

Slide 15 concludes by posing the question “Does language shape our identity?” Pupils may talk about the sounds of languages and the perceived characteristics of people. Does the addition of loanwords broaden our minds? Do bilingual and multilingual people have different thoughts in different languages?

Slide 16 is the plenary slide which serves to remind pupils what a loanword is. It is another example of teaching the terminology/vocabulary explicitly.