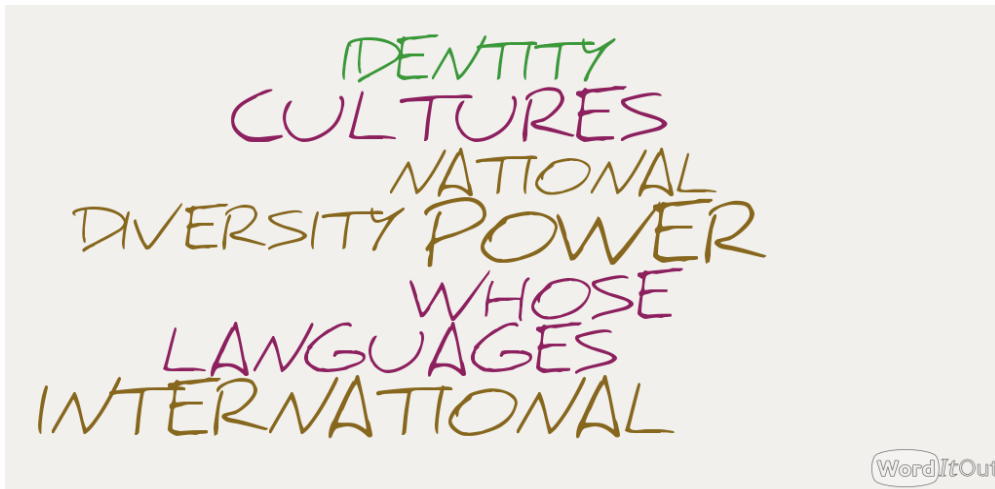


# LANGUAGES



**Jorge Luis Borges wrote about language: “la lengua es edificadora de realidades”<sup>[1]</sup>**

1.

a. PW. You like languages and are researching about Latin languages on the web when you come across the wordcloud and Borges’ quote above.

What do they suggest? Use them to express in writing **your** ideas about languages.

b. Share them with the class.



2.

a. PW. On the same website you find Chapter 1 from “English as a global language” by David Crystal - a famous linguist. Read the extract below. Underline 3 key words / phrases.

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. (...) A language has traditionally become an international language for one chief reason: the power of its people –especially their political and military power. [However] It may take a militarily powerful nation to establish a language but it takes an economically powerful one to maintain and expand it. (...) During the 20<sup>th</sup> century (...) economics replaced politics as the chief driving force. (Adapted from Crystal, D. (2003) *English as a global language*, CUP)



b. Can you explain why you chose them? Share your explanation with the class.

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3.

a. PW. As you read about languages you realize that English is spoken worldwide. In some countries it is a first language, in some others a second language and in others a foreign language.

Use your ideas to complete the statements below.



- English as a first language (L1) is spoken in \_\_\_\_\_ and \_\_\_\_\_.
- English as a second language (L2) is \_\_\_\_\_ in \_\_\_\_\_ and INDIA.
- English as a foreign language (FL) \_\_\_\_\_ in \_\_\_\_\_ and \_\_\_\_\_.

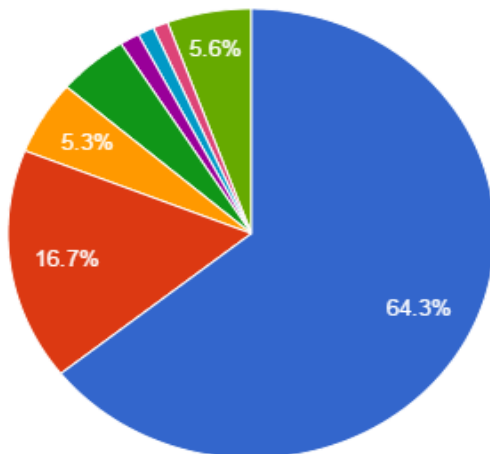
In [wikipedia.org/wiki/English](http://wikipedia.org/wiki/English) you find the English speaking world pie chart. It shows the percentage of native English speakers.

b. PW. Take a closer look at the pieces and color the circle next to each country.



c. When you finish, share your conclusions with the class. See the example.

English-speaking world



<input type="radio"/>	CANADA
<input type="radio"/>	UK
<input type="radio"/>	US
<input type="radio"/>	IRELAND
<input type="radio"/>	SOUTH AFRICA
<input type="radio"/>	AUSTRALIA
<input type="radio"/>	NEW ZEALAND
<input type="radio"/>	OTHER

❖ We think that the orange piece represents the number of [Canadian speakers of English] [speakers of English in Canada].

❖ We \_\_\_\_\_  
 \_\_\_\_\_

❖ We \_\_\_\_\_  
 \_\_\_\_\_

❖ We \_\_\_\_\_  
 \_\_\_\_\_

- ❖ We \_\_\_\_\_  
\_\_\_\_\_
- ❖ We \_\_\_\_\_  
\_\_\_\_\_
- ❖ We \_\_\_\_\_  
\_\_\_\_\_
- ❖ We \_\_\_\_\_  
\_\_\_\_\_

d. When you finish, you revise your information about English L1 in 3.a. and make it more complete.

e. You decide to bring an account of your findings to your Literature class.

PW. Use the information in the pie chart to complete a short account about the English language. When you finish, read your account to the class.



Approximately 300 to 400 million people speak \_\_\_\_\_ as their \_\_\_\_\_ language.  
 More than half live in \_\_\_\_\_ and approximately 60 million live in \_\_\_\_\_.  
 In 3rd and \_\_\_\_\_ places, Canada and \_\_\_\_\_, take 10% of the whole pie chart.  
 The rest of the countries (South Africa, Ireland, New Zealand and others) represent \_\_\_\_\_ of the total.



4.

a. You also visit [www.ethnologue.com/language/ENG](http://www.ethnologue.com/language/ENG). The Ethnologue is a language reference which explores the languages of the world. Ethnologue contains information on 7,097 known living languages. This is the 2015 Edition.

PW. Look at the first three languages on the list and write about them. See the example.

Language	Family	L1 speakers	L2 speakers	FL speakers	Total
<b>Mandarin Chinese</b>	Sino-Tibetan, Chinese	900 million	190 million in China		1,090 million
<b>English</b>	Indo-European, Germanic	339 million	603 million	1 billion	1.942 billion
<b>Spanish</b>	Indo-European, Romance	430 million	91 million		518 million
<b>Arabic</b>	Afro-Asiatic, Semitic	240 million (no date)	250 million (1999)		490 million

- ❖ Mandarin Chinese L1 is spoken by 900 million people **while** Mandarin Chinese L2 is spoken by 190 million people.



- ❖ \_\_\_\_\_  
\_\_\_\_\_


- ❖ English L2 \_\_\_\_\_  
\_\_\_\_\_

- ❖ English FL \_\_\_\_\_  
\_\_\_\_\_

- ❖ \_\_\_\_\_  
\_\_\_\_\_

b. So,

- ❖ The number of Mandarin Chinese L1 speakers is **far larger** than the number of Mandarin Chinese L2 speakers.

- ❖ The number \_\_\_\_\_ much larger   
\_\_\_\_\_

- ❖ The number of English L2 speakers \_\_\_\_\_ a lot larger \_\_\_\_\_  
\_\_\_\_\_

- ❖ The number of English FL speakers \_\_\_\_\_  
\_\_\_\_\_

- ❖ The \_\_\_\_\_  
\_\_\_\_\_

- ❖ As a conclusion, English L2 and FL \_\_\_\_\_ by \_\_\_\_\_ more people than English \_\_\_\_\_.

c. When you get to this conclusion you refocus on English L1 and write a line to add to your account in 3.e.



d. Then, you read your account in the Literature class and listen to your classmates' accounts.

GW. Now, talk to your partners and try to solve the task below.

- Take a look at the statements in 3.a about English. Underline the repeated elements. e.g. English as a first language (L1) is spoken in the US and in the UK.
- Do the same with the statements in 4.a.

The repeated elements are: \_\_\_\_\_

- They focus on:
- the subject (WHO)
  - the action (WHAT)
  - the qualities of the action / object (HOW)

- Now, chain the numbers.

<b>1</b> What action? <b>CHAIN</b>	<b>3</b> Most North Americans speak English L1. <b>CHAIN</b>	<b>5</b> Passive voice
<b>2</b> Who does it?	<b>4</b> English L1 is widely spoken in US.	<b>6</b> Active voice

- Write the resulting chains here: 1-\_\_\_\_\_ and 2-\_\_\_\_\_
- Now, go to the conclusion in 4.b. What is the chain for that statement? Write it in full in the box below.

So, the passive voice is used to focus on the \_\_\_\_\_



>>> BACK TO LITERATURE CLASS >>>

5. Your Literature teacher gives you a quote by Chinua Achebe. You read it and:

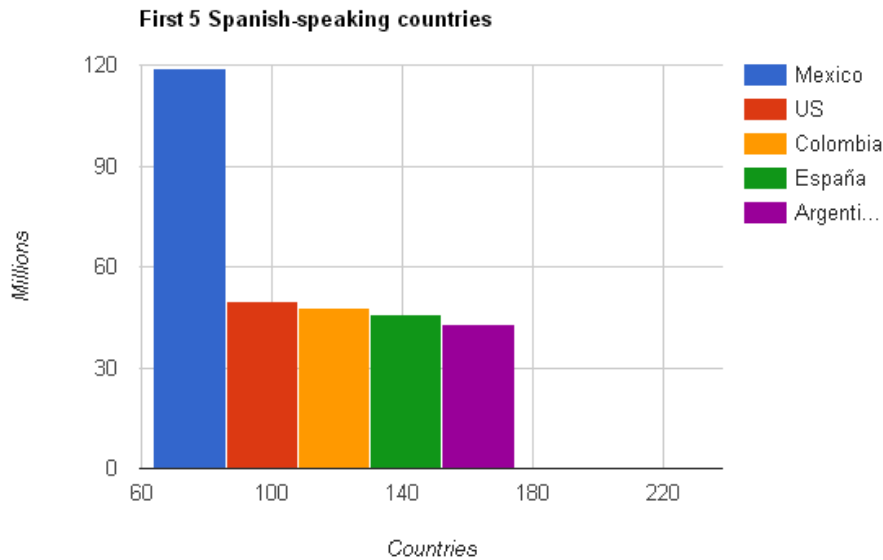
a. Look back at the wordcloud and at Borges' words on page 1.

b. Write a brief reflection. Bear in mind: national identity, international power, cultures, etc.

In 1975 the Nigerian writer Chinua Achebe wrote: "I feel that the English language will be able to carry the weight of my African experience.... But it will have to be a new English, still in communion with its ancestral home but altered to suit its new African surroundings."

c. Chinua writes about English and his local experience. We need to think about our local experience.

Let's see...



- The Spanish speaking population in Mexico is bigger/larger than in the US.
  - The Spanish population in Spain is smaller than in Colombia.
- ❖ What do these statements express? \_\_\_\_\_
  - ❖ How do they express this? Circle the relevant language.
  - ❖ Suppose you want to lay emphasis on the different values in the bar graph. Go back to the Ethnologue task and look for the elements that emphasize the differences.
  - ❖ Can you use them in the statements above?
  - ❖ Can you use the bar graph to write two more statements about Spanish in Argentina?

1. \_\_\_\_\_

2. \_\_\_\_\_



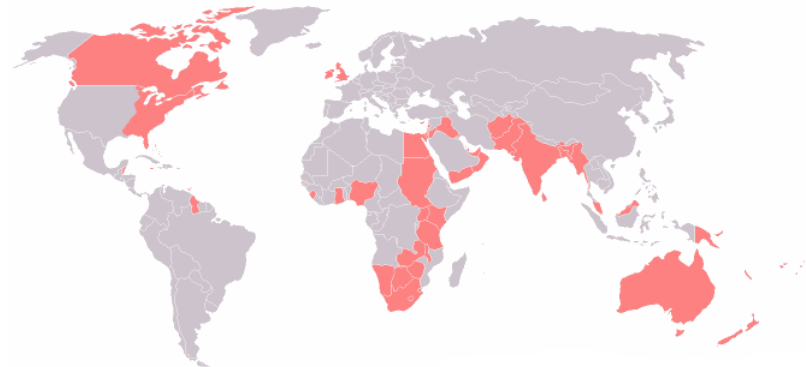
- 6.
- a. Today's History lesson is about revealing the historical explanation for a present-day fact: the number of L2 and FL speakers of English is **far larger** than the number of L1 speakers of English.

### HOW CAN WE ACCOUNT FOR THIS?



Look at the map below and try an explanation.

<http://resourcesforhistoryteachers.wikispaces.com/Key+Concept+5.2>



### A BIT OF HISTORY...

b. The task your History teacher gives you is:

Read the article ‘How did English become the world’s most widely spoken language?’ and match the DATES to the EVENTS. There are two events that correspond to one date.

DATES	EVENTS
16th century	The British conquered new lands and established colonies around the world.
17th century	About 2 billion people speak English.
Early 20th century	Colonies separated from the Empire.
Throughout the 20th century	European immigrants arrived in North America.
Mid 20th century	English became the language of international business.
21st century	US commerce helped the growth of English as an international language.
	Fewer than 8 million people spoke English.

## **How did English become the world's most widely spoken language?**

BY ALEX HAMMOND · MARCH 6, 2014

Five hundred years ago between five and seven million people - most of them living in the British Isles- spoke English. Now, more than 1.8 billion people around the world speak English.

How did this happen?

The growth of English is not related to the structure of the language but to politics.

### **The British Empire**

After developing for almost a millennium on the British Isles, English was taken around the world by the sailors, soldiers, pilgrims, traders and missionaries of the British Empire.

For example, around 1620 English-speaking puritans arrived in North America together with Spanish, French, Dutch and German immigrants. In the following centuries, their languages -Spanish, French, Dutch and German- were also spoken there.

Knowing the importance of language for national identity, the USA founders decided that English had to be *the* language of the *United* States. As a consequence, in some states there were restrictions on teaching other languages.

But it wasn't just North America that said "hello" to English: at the beginning of the twentieth century, the British Empire expanded across very large areas of the world.

### **Gone but not forgotten**

In most countries controlled by the Empire the main activity was trade, so not many British people stayed in those Asian and African colonies where English was the language of business, administration and education but not the language of the people.

Today, English has a key role in these ex colonies where, for a long time, access to English meant access to education. This created an English-speaking elite in some of the world's most populous places such as India and Africa. And elites *tend* to be good at self-preservation.

In the 20th century, many countries declared their independence and became officially multilingual, but they needed *one* language to communicate with other nations. Again, that language was English. As a result, English has become the L1 (dominant or official language) in about 100 territories: a direct legacy of the British Empire.


In countries such as Australia, Canada and the USA where large colonies settled, native languages and cultures have almost disappeared because of the presence of English.

However, this was not enough to give the language its international status. The rise of the USA in the 20<sup>th</sup> century determined the expansion of English all around the world.

### **Two world wars and the rise of the USA**

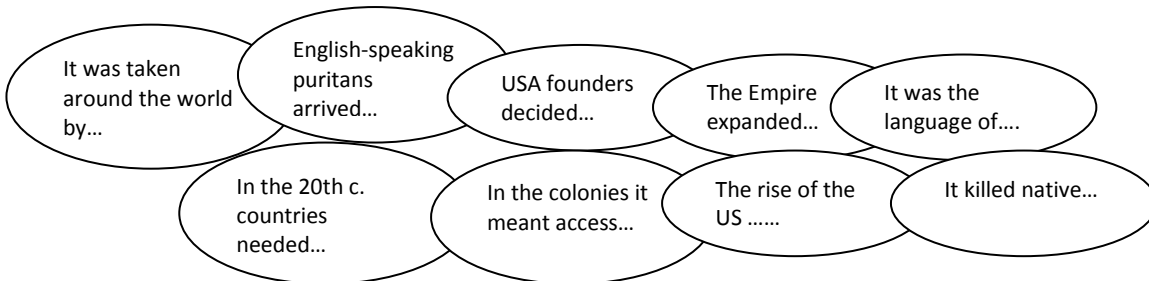
In the years after 1945, while Europe was recovering from the war, the US business world flourished. Since then, English was carried around the world as the language of trade. This continues in the 21<sup>st</sup> Century with English as the most spoken foreign language in the majority of European Union countries, although it is not the L1 (official language) in all of them.

The cultural legacy was also very important to the growth of English after the Second World War. A clear example is the hippy movement which came from the USA (San Francisco) and England (London). Also, the US had an impact on European culture through rock and roll, jazz and - later-, disco and hip hop. Hollywood movies and American television series became global sensations. In reference to England, through bands like The Beatles, the Rolling Stones, Queen and Pink Floyd, it also played a big part. Music festivals including the Isle of Wight and Woodstock became iconic for a whole generation.

This cultural influence so-called “soft power” has proved to remain vital beyond social and historical changes. (Adapted from Hammond, A. (2004) [blog.esl-languages.com](http://blog.esl-languages.com) > blog > English) 

c. In Literature and History lessons you are learning about the English language and its history. You have to prepare an oral presentation for your History class, so you want to organize your ideas based on the article you read “How did English become the most widely spoken language?” These are the steps you decide to follow.

**Step #1** You look back at the text and try to answer the question in the title with these ideas.




**Step #2** You join the question to its answers.

See the examples:


Question: How did English become the most widely spoken language?

Answers:

- English became the most widely spoken language **because** it was taken around the world by soldiers, pilgrims and missionaries.
- English became the most widely spoken language **as a result of** the arrival of English-speaking puritans in the USA. 


**Step #3** Before you write the rest of the answers you reread the text to find other words/phrases to join question and answers.

These are the ones you found:

- ✓ \_\_\_\_\_ (paragraph # \_\_) 
- ✓ \_\_\_\_\_ (paragraph # \_\_)
- ✓ \_\_\_\_\_ (paragraph # \_\_)
- ✓ \_\_\_\_\_ (paragraph # \_\_)


**Step #4** Finally, you decide to organize your presentation on a PowerPoint with this format:

<b>English became the most widely spoken language</b>		
	<b>because</b>	<b>it was taken around the world by soldiers, pilgrims and missionaries.</b>

<b>English became the most widely spoken language</b>		

d. GW. Talk to your classmates and complete the task below.

(1) English ..... widely..... (2) because.....

- What elements have you used to express the relation between ideas (1) and (2)?  
.....
- What is this relation? ..... 
- In the statement above (1) is the .....
- In the statement above (2) is the .....
- Can you reverse the order of ideas (1) and (2)? Try it out below  
\_\_\_\_\_
- Have you made any changes to the original statement?  
.....



7. As you were reading the text you noticed some words with a special shape. You asked your Literature teacher and learn their name: “italics”.

a. The writer uses *italics* on four occasions. Circle them in the text.

Why does the writer use *italics*? Blacken in the right option:

- to emphasize the information
- to catch the reader’s attention
- to change the meaning of the word

See the example:

“tend” means:	In the text “ <i>tend</i> ” means:
“having a tendency; sometimes” e.g. Elites are <b>sometimes</b> good at self-preservation	“as a rule; always” e.g. Elites are <b>always</b> good at self-preservation



Certain meanings are orally communicated through intonation, stress and also gestures.

b. The Literature test includes the use of italics so you put it into practice with the other words in the text.

“the” means:	In the text “ <i>the</i> ” means:
	How would you say/gesture the word in <i>italics</i> in context?

	How would you say/gesture the word in <i>italics</i> in context?



	How would you say/gesture the word in <i>italics</i> in context?

c. To close the practice, your teacher gives you this task.

GW. Read the statements below and complete them



- *Italics* are a type of \_\_\_\_\_
- When we use *italics*, we \_\_\_\_\_
- When we speak, we produce a similar effect by \_\_\_\_\_  
\_\_\_\_\_
- Take a look at this text. Can you account for the use of *italics*?

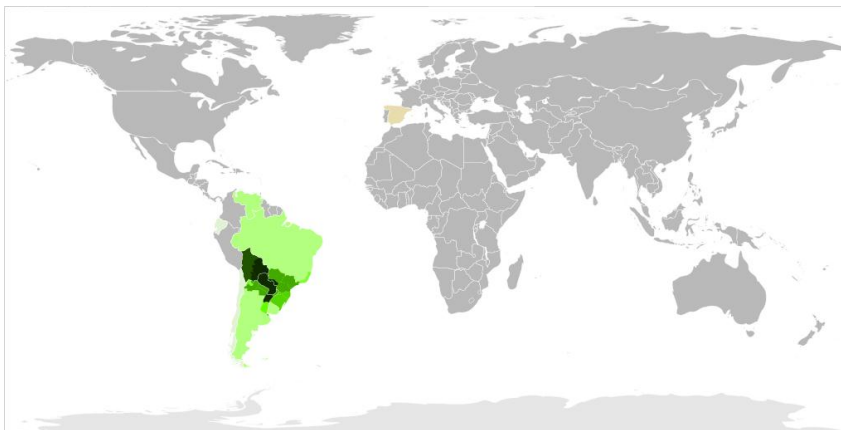
“English is a language for *all* people because American and British traditions are at the *heart* of the world’s culture”. Say the sentence to your groupmates.

***For Jorge Luis Borges the study of each different language was a new adventure that allowed him to get into a delicate labyrinth <sup>[2]</sup>***

*In this adventure we now move into another language...*

8. Back to History class, the teacher introduces a Project that involves two subjects: History and Literature. It’s about aboriginal languages. The Project begins in the classroom but goes beyond it. It will reach the community.

a. Look at the map. What language are we going to speak about?



b. Don't know? Follow the cues in the bullet box.

- It belongs to a family of languages of South America
- It \_\_\_\_\_ by 4.6 million people
- Some of its speakers live in the Amazon forest
- It \_\_\_\_\_ in Paraguay, Bolivia, Argentina and Brazil
- In Bolivia it \_\_\_\_\_ (consider) official language together with Spanish, Aymará and other 34 languages
- In Paraguay textbooks \_\_\_\_\_ in Spanish and .....

*Did you guess?*



The language is G \_ \_ \_ \_ \_


In the Project called *Guaraníes* you need to learn a lot about the Guaraní people and culture. This text from [wikipedia.org/wiki/Idioma\\_guaraní](http://wikipedia.org/wiki/Idioma_guaraní) provides some important information.



In Paraguay Guaraní is an official language -the same as Spanish. Around two-thirds of the Paraguayan population speak Guaraní. Paraguay's constitution is bilingual: the two languages are considered equal. The linguistic situation in Paraguay, however, is quite complicated because almost nobody in Paraguay speaks 'pure Spanish' or 'pure Guaraní'. Most people code-switch between Spanish and Guaraní. At one extreme, better educated and more urbanized people tend to speak Spanish with a small amount of Guaraní. At the other extreme, less educated and more rural indigenous people tend to speak Guaraní with many Spanish words. This is called Jopará. It is estimated that over half of Paraguay's rural population speaks Jopará. Speakers of Guaraní who are not fluent in Spanish have fewer opportunities for education and employment.


In Argentina Guaraní is the second official language of the Argentine province of Corrientes since 2004 and it is taught at all levels of the educational system in that province. Besides, there is a Guaraní version of the provincial constitution since 2007. In 2015, the province of Formosa announced that the Law against Family violence will be published in Qom and Guaraní.

c. As part of the Project, you will teach younger students about the Guaraníes. So, you need to reformulate the information in the text to suit a worksheet for your “students”. Use the keywords and phrases in the box. The beginning is on the worksheet.

bilingual - as / as - school - rural - Jopará - more - get a job - Corrientes - Formosa

 In Paraguay the linguistic reality is complex. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 In Argentina \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 



9. You decide to include a quote in Spanish because you consider the journalist’s opinion very valuable. You include a question for your “students” to answer.

The Guaraní has been recognized as the language of labour of the Mercosur. As regards this situation a journalist from *El Mercurio Digital* said: "Es preferible aprender un idioma nuestro, que sea auténticamente latinoamericano, que intercambiar expresiones e ideas con ropajes ajenos. La Unión Europea contiene decenas de idiomas oficiales hasta de regiones cuya población no sobrepasa el millón de habitantes. ¿Por qué aquí no se le da la atención debida al guaraní, ya que otros idiomas nativos han ido caducando? América Latina tiene la oportunidad de dar ejemplos al mundo. Esta atención concedida al guaraní no significa el abandono gradual del portugués o el español en los países del Mercosur, sino una manera de dar voz a una de nuestras raíces, la indígena, y valorizar lo propio sin ningún sentimiento de atraso o culpa. Los países llamados "desarrollados" tendrán que aprender el guaraní y respetar el espacio cultural latinoamericano"

Bruno Peron Loureiro, journalist.



a. What does Peron Loureiro mean by "intercambiar expresiones e ideas con *ropajes ajenos*"? Answer briefly in English and in your own words.

b. In the Project there is information about the Guaraní language in Argentina that shows that it is healthy and vital. Use the map below to mark its extension and draw the references.



When the Spanish arrived, 35 languages were spoken in the territory that corresponds to present-day Argentina. Today there are only 12 languages and almost all are in danger of extinction.


The linguistic family *tupí-Guaraní* belongs to the linguistic trunk *tupí*, which condenses 62 languages. Within the family, the languages specifically *Guaraníes* are eight and have more than 5 million speakers in all the continent. In Argentina, four languages of the family are spoken:

- The *chiriguano*, spoken by *chiriguanos*, *chañes* and *tapietés* in the provinces of Salta and Jujuy;
- The Guaraní *correntino*, mainly spoken in the province of Corrientes; also in Chaco, Misiones, Formosa and, due to migrations, in Rosario and Buenos Aires;
- The Paraguayan Guaraní, spoken by Paraguayan migrants (mainly in Buenos Aires)
- The *mbyá*, spoken by the *mbyás* in Misiones.



10. In the Literature class you continue working on the Project and read a text called "America's discovery was a massacre".

a. You focus on paratextual information before answering some comprehension questions.

- Can you tell where the text comes from (source)? \_\_\_\_\_
- Can you tell what type of text it is? \_\_\_\_\_
- Number 1-4 the following paratextual components: Title - Image - Date - Blurb.
- What information do they give you about the text? 

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b. The article is very useful for the Project because it is critical of the American Conquest. Your Literature and History partners suggest including it on the worksheet. Before that, you want to clear some doubts and make some questions for the class to answer.



When the Spanish invaded the American territory, how many cultures were living there?

---

What does "the imperial appetite" refer to? When do you have "appetite"? Can you explain it in the context of the text?

---

Think of the word "eurocentric". It contains two words. Which are they?  
What is the importance of the word "eurocentric" in the text?  
Why is it next to "arrogance"?

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What did the *criollos* do?  
How did they relate to aboriginal people?

---

What is a counter-celebration? What did aboriginal people counter-celebrate?

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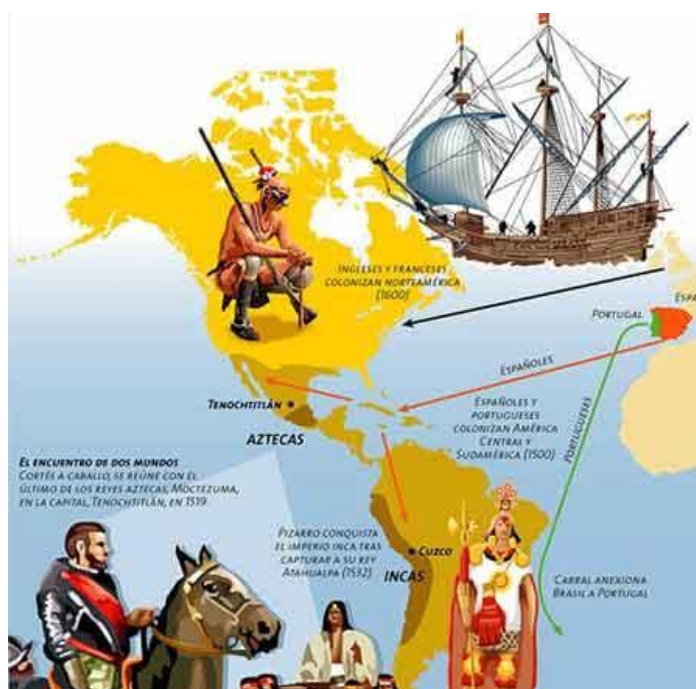
c. As you are reading and answering the questions, you realize that in the text the word **CONQUEST** is equivalent to **GENOCIDE**. So you try to find other (near) equivalents and add them to a wordcloud you designed for the worksheet.



Finally, your worksheet includes the idea of “a web of meanings” or **SEMANTIC FIELD**.

"America's discovery was a massacre"

Telam considers the conquest as the biggest genocide. According to the controversial article from the official newsagent, "The arrival of the Spanish meant an extermination that decimated a whole population, since 90 million people were killed."



12 Oct 2005

Buenos Aires.- The biggest genocide in history -the conquest and colonization of America- is 513 years old today, when Christopher Columbus first stepped on a land that far from belonging to a "**new**" world, had been inhabited by different cultures for thousands of years. When the Spanish arrived, there wasn't one, two or three cultures -as is usually taught- but innumerable cultures along the American territory.

However, only those peoples which got in touch with the Spanish language are usually known. Cultural heterogeneity is a characteristic of this long American period known as "**precolonial**", a name that blurred the cultural richness of the continent. Upon this richness the Europeans acted in 1492.

With the arrival of the conquerors, an extermination -which decimated the population of the region- began. 90 million people were killed and the cultural development on this side of the Atlantic was broken. A whole world was invaded by the imperial appetite and euro-centrist arrogance which destroyed America's millenarian cosmovision.

First defined as "**Discovery of America**", then as "**Race Day**", later Encounter of Cultures, the arrival of the peninsular people was -in fact- a conquest, an invasion, a massacre. Power took the form of acculturation, evangelization, colonization, destruction of autochthonous economies and everything fell under the control of the invaders: natural richness as well as men.

Centuries later, the processes of independence opened with struggles which -throughout the continent- were led by the *criollos* who expelled the Spanish.

Later, the *criollos* built the National States but left the aboriginal people out, invaded their lands and persecuted them: a racist conception had taken over.

However, at the margins of this history and in the middle of destruction, atomization and deepest pain, there were permanent resistance struggles.

The values from the old cultures continued circulating and were transmitted from grandparents to grandchildren in the most absolute intimacy and clandestinity.

Today, between 50 and 60 million inhabitants in Latin America -according to figures of the International Labor Organization (ILO)- keep their origin and culture.

Bolivia, Perú, Guatemala and Ecuador are the countries where the population is mainly aboriginal; in 5th and 6th places are Mexico and Honduras, along with the *mestizaje* that is witness to the aboriginal marks.

Nevertheless, the figures about the aboriginal population are hard to determine due to the discrimination and negation that the aboriginal population suffers.

*Nothing to celebrate.*

Different historians agree that on October 12th there is nothing to celebrate, that the conquest and destruction of peoples cannot be celebrated.

They agree that the celebration of the "**civilizing act**" -the ruling idea that justifies its commemoration- denies the value of human life, disregards aboriginal peoples and discredits the advances in social science research that reveal the other history.

Contemporary aboriginal people were the first to oppose the celebration of October 12th and organized a counter-celebration the previous day as the last moment of freedom.

As part of the counter-celebration, the complaints about their rights come from far, including land, natural resources, identity, language and they comprise all Latin American territories. (Télam)(Adapted from *La Gazeta* ed. 12/10/05)

The Project includes texts that see the phenomenon from different perspectives. In reading the text from *La Gazeta* in more detail, you notice that there are some words / phrases between inverted commas (" "). The *Telam* journalist wanted to use them for some reason.


Analyzing the words / phrases between inverted commas and **who** says them is interesting for the Project because you can reflect upon the language and the events.

d. Can you identify them in the text? Write them in the box below.




WORDS/PHRASES	WHO SAYS THEM
•	
• "precolonial"	• the Europeans (not the journalist)
•	
•	
• "civilizing act"	• the conquerors (not the...)

e. Let's include the voice of the journalist:

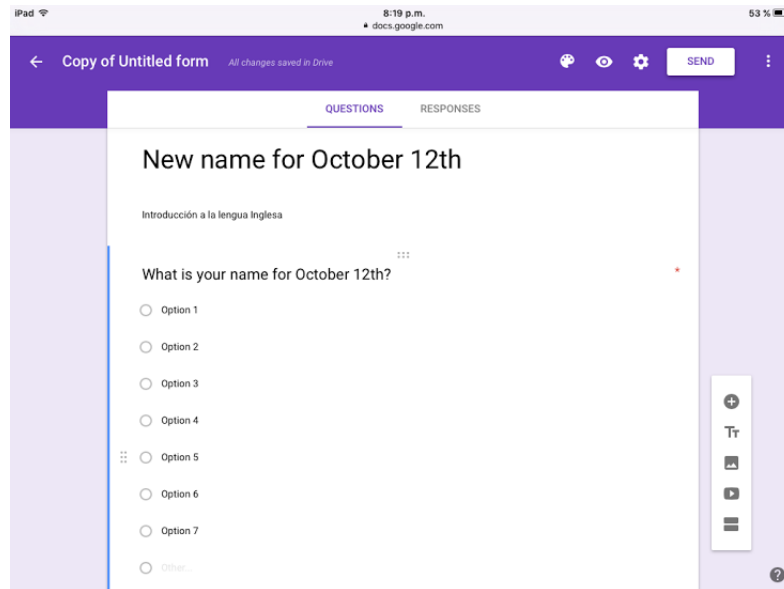
WORDS/PHRASES	WHO SAYS THEM	The JOURNALIST tells the reader: Read this in the following way >>>
		
"precolonial"	the Europeans	incorrectly labeled precolonial
"civilizing act"	the conquerors	incorrectly labeled civilizing act

f. And put it all together:

<p>GW. Talk to your classmates.          The journalist used <b>inverted commas</b> to say:  <input type="radio"/> these are my words and I emphasize them  <input type="radio"/> these are not my words but I agree with the speaker/writer  <input type="radio"/> these are not my words and I disagree with the speaker/writer</p> <p>Take a look. Read the <i>LANGUAGES</i> handout and try to find examples for (a) and (b)</p>	
<p>(a) You can take others' words neutrally (cite)</p>	<p>e.g. </p> <p>e.g.</p>
<p>(b) You can take others' words but distance yourself from them.</p>	<p>e.g.</p> <p>e.g.</p>

11. GW. Now, as part of the Guaraníes Project you have to choose another Latin American aboriginal language, do some research work and prepare to present it orally. You should talk about it from a historical and present-day perspective. You can organize your presentation following Task 7.b.

12. To close the Project we will run a Google poll. In groups of five you are going to think of a new name for October 12<sup>th</sup> and explain briefly why you chose it.



The image shows a screenshot of a Google Forms poll on an iPad. The form is titled "New name for October 12th" and is part of a "Copy of Untitled form". The poll question is "What is your name for October 12th?". Below the question, there are seven radio button options labeled "Option 1" through "Option 7", followed by an "Other..." option. The form is displayed in a purple-themed interface with a "SEND" button in the top right corner. The status bar at the top shows the time as 8:19 p.m. and the battery level at 53%.



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[1] Percas H. (1958) "Algunas observaciones sobre la lengua de Borges" in *Revista-iberoamericana.pitt.edu*

[2] Hadis, M. in *Rednel Huila.wordpress.com* (accessed April,22)