

# Foreign Language Enrichment Guide



Developed by



MY FATHER'S  
WORLD®

# **Foreign Language Enrichment Guide**

Developed by  
**My Father's World<sup>®</sup>**

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# Introduction

There is a wide array of foreign language courses available and our guide can be used with any course you choose.

This enrichment guide provides the framework to complete one year of foreign language study and to gain one high school credit in foreign language. The guide can be repeated in future years to gain additional high school credits. The suggestions contained in this guide can also be used with younger students to enrich their learning experience, adding cultural activities, audio review, and other language-related activities.

A high school credit consists of 150 hours of student work. The Real Life Activities contained in this guide provide the additional work needed to achieve 150 hours of study. In addition, there are Optional Audio Activities to use if your language program contains an audio review component.

Each day, record the date and the amount of time spent in foreign language study. This will give you a record of your progress and a basis for assigning credit.

## Daily Log

Record the date and time spent studying foreign language in the blanks next to the days below.

Each week includes a Real Life Activity scheduled in the middle of the week, but you can complete it any day. This activity adds depth to your language learning and can be used with any language.

The Optional Audio Activity can be added any day. After listening to your day's lesson, use these ideas to reinforce the vocabulary in your lesson.

### Week 1

\_\_\_\_\_ Day 1  
\_\_\_\_\_ Day 2  
\_\_\_\_\_ Day 3 Real Life Activity  
\_\_\_\_\_ Day 4  
\_\_\_\_\_ Day 5

### Real Life Activity – Introduction

Each week includes a suggested Real Life Activity (you can also choose a different activity from the appendix). Some activities require preparation ahead of time, such as finding resources or people. Others may entail planning a special trip or take longer than the hour assigned for that day. To prepare yourself (and any persons involved) and to avoid being surprised by yet another week's assignment, your goal this week is simply to read Real Life Activities in the appendix with these questions in mind.

- Which activities appeal to me the most? The more you enjoy them, the more likely you are to seek them out and benefit from them.
- Which activities could I repeat often without getting bored? I know you're all thinking EAT OUT INTERNATIONALLY!
- Which one(s) might require extra money? Planning ahead might allow for money to be budgeted or for you to earn money for the activity.

- What kind of preparation would this activity require? Some of the activities may require more preparation, but will pay you back with relationships and information sources that you can use throughout the year and beyond.

**Optional Audio Activity – Act Out Practice**

Each time you do this activity, listen to the vocabulary or sentences in your lesson, repeat the words, and imagine in your mind what the speaker is saying. If the meaning is unclear to you, review the lessons you have already completed to see what the word meant.

Today, use your body to act out what is being said. This can be as simple as your hands outlining the shape of something like an orange or the hair of a woman. You could Act Out the action of riding a horse or driving a car. You can toss an imaginary ball from hand to hand. You could repeat an action to show plurality, such as, some children instead of a child. Feel free to make noises, if you like. The more involved your body is in the acting out, the more you will really know the word or phrase and the more it will be available to your mind when you use it in real life.

**Week 2**

\_\_\_\_\_ Day 6

\_\_\_\_\_ Day 7

\_\_\_\_\_ Day 8 Real Life Activity – Plan to visit the library this week.

\_\_\_\_\_ Day 9

\_\_\_\_\_ Day 10

**Real Life Activity – Library Visit or other activity you select**

This week you will be preparing lists of books and other language resources from your public library. Visit your library and make a list of the following: cookbooks for authentic dishes of people who speak your new language, simple children’s books in the language, and audio or e-books available in the language. The goal this week is to make lists of materials for later use. (See Real Life Activities A, B, and C in the appendix for further library tips.) Check out at least one cookbook, or write down at least two recipes for later use.

**Optional Audio Activity – Drawing Exercise**

Listen, Repeat, and Imagine again and DRAW! This exercise is another way to get your body involved and your brain working with the language through telling your hand what to do. THE GOAL IS NOT ART! Do not try to create high detail work unless you have lots of time and a desire to do so. Draw stick figures. It is fine if they look a little strange or funny. If you draw an elephant, do so fairly quickly and repeat the word a few times. Then enjoy the fact that you knew the vocabulary and move ahead.

**Week 3**

\_\_\_\_\_ Day 11

\_\_\_\_\_ Day 12

\_\_\_\_\_ Day 13 Real Life Activity

\_\_\_\_\_ Day 14

\_\_\_\_\_ Day 15

**Real Life Activity – Language Resource Notebook**

Read Real Life Activity D and prepare notebook pages to list resources that you find throughout the year. Begin today with separate pages for each resource type you located last week: one for cookbooks, one for children’s books, and one for audio and/or e-books. You may want to create separate pages for recipes that interest you, as you will have several opportunities to cook this year.

### **Optional Audio Activity – Writing Exercise**

Listen, Repeat, and Imagine again and SPELL! This week you will focus on writing out the words as best you can. This will help reinforce your listening skills and your understanding of the sounds of the language you are studying. In this activity, you have no visual clue. It is like taking dictation. As always, feel free to stop the audio at any time. With this exercise it is probably best to stop between each word or phrase.

### **Week 4**

\_\_\_\_\_ Day 16

\_\_\_\_\_ Day 17

\_\_\_\_\_ Day 18 Real Life Activity – Cooking (purchase ingredients ahead of time)

\_\_\_\_\_ Day 19

\_\_\_\_\_ Day 20

### **Real Life Activity – Cooking (purchase and cook) or other activity**

This week read Real Life Activity A again for ideas about serving your recipe and sharing with your family.

Cook a recipe that you selected from your library visit. Be sure to leave time to gather ingredients. Write below what recipe you attempted this week.

My recipe \_\_\_\_\_

### **Optional Audio Activity – Relate to Other Words Exercise**

Listen, Repeat, and Imagine again and MAKE CONNECTIONS! This time try to come up with similar or related words. For example: If an animal is named, you can name other animals you have learned. If someone is doing an action such as swimming, you can name similar actions such as running, or jumping, or branch out even farther to eating, writing, etc. If a color is named, branch out to other colors. If you have difficulty making connections, that is fine. Don't worry if you cannot think of a match for every word or phrase.

### **Week 5**

\_\_\_\_\_ Day 21

\_\_\_\_\_ Day 22

\_\_\_\_\_ Day 23 Real Life Activity

\_\_\_\_\_ Day 24

\_\_\_\_\_ Day 25

### **Real Life Activity – Find Video Resources or other activity**

This week your goal is to locate videos that have audio tracks and/or subtitles in your new language. Check with your local library or streaming service. Don't forget children's programs that may be available on the Internet.

List all videos that have your language which interest you and would be approved by your parents. Write down all of the information in your Language Resource Notebook. Make plans with your parents to watch a video next week.

### **Optional Audio Activity – Act Out or Draw**

This week you can choose between Act Out (see Week 1) or Draw (see Week 2) to practice alongside Listen, Repeat, and Imagine. If you choose to Act Out, write Act Out in your lesson plans.

### **Week 6**

\_\_\_\_\_ Day 26

\_\_\_\_\_ Day 27

\_\_\_\_\_ Day 28 Real Life Activity

\_\_\_\_\_ Day 29

\_\_\_\_\_ Day 30

**Real Life Activity – Watch Video or other activity**

Set aside at least one hour to watch the video that you selected last week. Read Real Life Activity E for ideas to help you enjoy and get more out of the viewing. Don't expect to understand a great deal, but celebrate what you do understand and any new parts of the language you learn.

**Optional Audio Activity – Draw or Write**

This week you can choose between Draw (see Week 2) or Write (see Week 3) to practice alongside Listen, Repeat, and Imagine. Either draw or write in your language notebook for today's activity.

**Week 7**

\_\_\_\_\_ Day 31

\_\_\_\_\_ Day 32

\_\_\_\_\_ Day 33 Real Life Activity

\_\_\_\_\_ Day 34

\_\_\_\_\_ Day 35

**Real Life Activity – Watch a Video, Cooking, or other activity**

Finish the video from last week using either the same method from Real Life Activity E or a different method. Instead, you could cook and present another one of the recipes you had chosen before.

**Optional Audio Activity – Write or Relate to Other Words**

This week you can choose between Write (see Week 3) or Relate to Other Words (see Week 4) to practice alongside Listen, Repeat, and Imagine. Either write the words or write Relate to Other Words in your language notebook for today's activity.

**Week 8**

\_\_\_\_\_ Day 36

\_\_\_\_\_ Day 37

\_\_\_\_\_ Day 38 Real Life Activity

\_\_\_\_\_ Day 39

\_\_\_\_\_ Day 40

**Real Life Activity – Eat Out Internationally or other activity**

The goal this week is to gather information about international restaurants in your area. Next week the plan is to actually eat there. Read Real Life Activity F. Then research by using the phone book, calling or visiting your local Chamber of Commerce, or using the Internet. Make a list of various restaurants in your Language Resource Notebook.

It is a good idea to ask for a price range for lunch and dinner offerings so that you can choose within your budget. Lunch is often more reasonable. Remember, you may want to eat out several times this year. Keep that in mind when choosing various restaurants for next week! If you cannot find restaurants related to your new language, pick other international restaurants about which you would be interested in learning more.

**Optional Audio Activity – Listen, Repeat, and Imagine**

Listen, Repeat, and Imagine. Pause and rewind as needed. Look in previous lessons for words you did not understand.

## Week 9

\_\_\_\_\_ Day 41  
\_\_\_\_\_ Day 42  
\_\_\_\_\_ Day 43 Real Life Activity  
\_\_\_\_\_ Day 44  
\_\_\_\_\_ Day 45

### **Real Life Activity – Eat Out Internationally or other activity**

Read Real Life Activity F again before eating at the restaurant. Soon after eating there, write a summary of the things you learned and observed. Use the guidelines in Activity F to help you write your summary.

### **Optional Audio Activity – Listen, Repeat, and Imagine**

Listen, Repeat, and Imagine or do any of the activities you found helpful before (Act Out, Draw, Write, Relate to Other Words).

## Week 10

\_\_\_\_\_ Day 46  
\_\_\_\_\_ Day 47  
\_\_\_\_\_ Day 48 Real Life Activity – Plan to visit the library this week.  
\_\_\_\_\_ Day 49  
\_\_\_\_\_ Day 50

### **Real Life Activity – Library Visit or other activity**

The goal this week is to find and check out children’s books in your new language and/or travel books about countries that speak that language. Read Real Life Activity B regarding children’s books and Real Life Activity A for the general location of travel, history, geography, and culture books. Write the information about the resources you find this week in your Language Resource Notebook. Casually look through the books during this week and next week.

### **Optional Audio Activity – Listen, Repeat, and Imagine**

Listen, Repeat, and Imagine or do any of the activities you found helpful before (Act Out, Draw, Write, Relate to Other Words).

## Week 11

\_\_\_\_\_ Day 51  
\_\_\_\_\_ Day 52  
\_\_\_\_\_ Day 53 Real Life Activity  
\_\_\_\_\_ Day 54  
\_\_\_\_\_ Day 55

### **Real Life Activity – Prepare to Meet with a Native Speaker or other activity**

Read Real Life Activity G with your parents. Use the suggested groups and organizations as a starting point in your search for a native speaker of the language you are learning. Take notes and transfer them to your Language Resource Notebook on a new resource page. Discuss with your parents the possibility of meeting with someone, including such things as:

1. Where might you meet with them?
2. Are your parents comfortable with you meeting someone, and under what conditions?
3. What would the focus of the meetings be?

4. If you both agreed on the meetings and wanted to continue to meet, how often would you meet?
5. How frequently would you need to reevaluate the usefulness and benefit of the meetings?

**Optional Audio Activity – Ask a Question in the Language You Are Learning**

This is a more advanced activity and is something that you will be able to do better over time. Currently, it probably will be quite difficult. So for now, simply add it where you can to the regular activity (Act Out, Draw, Write, Relate to Other Words). Do not feel that you must ask a question about every word. As you learn more and more words and phrases connected with questions, your ability to ask questions will increase.

You may begin to learn ways to ask questions such as:

What is that?

What is he/she/the person doing?

Who is/is doing/does \_\_\_\_\_ (some action)?

What color is \_\_\_\_\_?

How many \_\_\_\_\_s (name some object(s) here) are there?

How many \_\_\_\_\_s (does he have/are in the car, etc.)?

What is she wearing?

When you hear a word or phrase, you can attempt to ask a question about it. For example:

If the phrase/word is:

A question might be:

The boy is running

Who is running? or What is the boy doing?

milk

What color is it/the milk? or Where is the milk?

**Week 12**

\_\_\_\_\_ Day 56

\_\_\_\_\_ Day 57

\_\_\_\_\_ Day 58 Real Life Activity

\_\_\_\_\_ Day 59

\_\_\_\_\_ Day 60

**Real Life Activity – Meet with a Native Speaker Follow Up or other activity**

This week you can schedule a meeting with a native speaker or continue calling any of the resources you found last week to investigate opportunities. Add to or edit various resources listed in your Language Resource Notebook.

This activity will not be written in the lesson plans as an assignment again this year, but you may want to include it again. It can always be the “other selection” or an additional activity that you pursue.

**Optional Audio Activity – Relate to Other Words Exercise**

Relate to Other Words Activity (see Week 4)

**Week 13**

\_\_\_\_\_ Day 61

\_\_\_\_\_ Day 62

\_\_\_\_\_ Day 63 Real Life Activity

\_\_\_\_\_ Day 64

\_\_\_\_\_ Day 65

**Real Life Activity – Dictionaries and Encyclopedias or other activity**

Read Real Life Activity H for tips regarding dictionaries and encyclopedias. Call bookstores or libraries, visit their websites, or find other websites to search for dictionaries and encyclopedias that are in the language you are studying and English.

Make notes in your Language Resource Notebook of the different sources you find, their locations (web, library, bookstore), and prices.

**Optional Audio Activity – Listen, Repeat, and Imagine**

Listen, Repeat, Imagine and do any of the activities you found helpful before (Act Out, Draw, Write, Relate to Other Words).

**Week 14**

- \_\_\_\_\_ Day 66
- \_\_\_\_\_ Day 67
- \_\_\_\_\_ Day 68 Real Life Activity
- \_\_\_\_\_ Day 69
- \_\_\_\_\_ Day 70

**Real Life Activity – Visit Library or Do Research Online or other activity**

This week research festivals, holidays, and other important celebrations that occur in a country that speaks the language you are studying. You can make a separate page for resources of this type in your Language Resource Notebook. You can also add a page listing the dates of these events. Mark a calendar with some of the dates and consider celebrating or researching one of these when it occurs later in the year.

**Optional Audio Activity – Change the Number of Objects**

Depending on your language, you will probably have singular and plural forms of words. Adjectives that describe those words, such as red, large, new, and old may also have singular and plural forms. For this practice, change singular words to plural and plural words to singular forms.

If you hear:	Change it to:
a cup	cups or some cups
the brothers	the brother

If an adjective like red has a singular and plural form, be sure to use the opposite of what you heard on the track.

**Note:** Many languages also have a masculine and feminine form for adjectives like red, large, new, and old. If this applies to your language, then say as many of the other forms as you can think of. There may be more variation than singular/plural, masculine/feminine in the language you are studying. If so, this activity would be a time to try to name alternate forms for those words.

**Week 15**

- \_\_\_\_\_ Day 71
- \_\_\_\_\_ Day 72
- \_\_\_\_\_ Day 73 Real Life Activity
- \_\_\_\_\_ Day 74
- \_\_\_\_\_ Day 75

**Real Life Activity – Watch a Video or other activity**

Remember; look at Real Life Activity E for viewing tips.

**Optional Audio Activity – Write or Relate to Other Words**

Write (see Week 3) or Relate to Other Words (see Week 4)

**Week 16**

\_\_\_\_\_ Day 76

\_\_\_\_\_ Day 77

\_\_\_\_\_ Day 78 Real Life Activity

\_\_\_\_\_ Day 79

\_\_\_\_\_ Day 80

**Real Life Activity – Cooking or other activity**

Research new recipes on the Internet. Record your sources in the Language Resource Notebook and print or write several you want to try. If you have the ingredients handy, you can cook them tonight. Otherwise, work out a time this week to buy the ingredients and prepare the dish.

**Optional Audio Activity – Relate to Other Words or Act Out**

Relate to Other Words (see Week 4) or Act Out (see Week 1)

**Week 17**

\_\_\_\_\_ Day 81

\_\_\_\_\_ Day 82

\_\_\_\_\_ Day 83 Real Life Activity

\_\_\_\_\_ Day 84

\_\_\_\_\_ Day 85

**Real Life Activity – Research a Theme on the Internet**

This week, read Real Life Activity I (see the appendix) for the assignment. If you find websites that are particularly helpful or useful, make a note of them in your Language Resource Notebook.

**Optional Audio Activity – Act Out**

Act Out (see Week 1)

**Week 18**

\_\_\_\_\_ Day 86

\_\_\_\_\_ Day 87

\_\_\_\_\_ Day 88 Real Life Activity – Plan to visit the library this week.

\_\_\_\_\_ Day 89

\_\_\_\_\_ Day 90

**Real Life Activity – Library Visit**

This week plan to visit the library and ask about the following types of books: visual encyclopedias, foreign language science books (technology, animals, plants, astronomy, anatomy, etc.), and foreign language books about any subject that interests you. If possible, find these in your new language. If they are not available, try to find them in another language.

Browse and check out several of these books. Consider how having a book that connects something you already know (for example: a photo, familiar animals, a sport, etc.) with a word in a new language makes the new words so

much easier to grasp than simply discovering the words alone on a page. List any of these resources you found helpful in your Language Resource Notebook.

**Optional Audio Activity – Drawing Exercise**

Draw (see Week 2)

**Week 19**

- \_\_\_\_\_ Day 91
- \_\_\_\_\_ Day 92
- \_\_\_\_\_ Day 93 Real Life Activity
- \_\_\_\_\_ Day 94
- \_\_\_\_\_ Day 95

**Real Life Activity – Browse Books from Library**

Continue browsing the books you checked out at last week’s library visit.

**Optional Audio Activity – Substitute Other Words into Phrases**

This is very similar to the Relate to Other Words activity. Here you are purposefully going beyond matching vocabulary words. Your goal is to substitute words in phrases that would allow the phrase to still make sense.

If the phrase is:	A substitute could be:
Where is the bathroom?	Where is the kitchen?
He is on top of the table.	He is under the table.
He is under the airplane.	He is on top of the horse.

Remember, do what you can and do not get frustrated if you cannot think of a substitution. You will get better at this! Remember to press the pause to give yourself time to think.

**Week 20**

- \_\_\_\_\_ Day 96
- \_\_\_\_\_ Day 97
- \_\_\_\_\_ Day 98 Real Life Activity
- \_\_\_\_\_ Day 99
- \_\_\_\_\_ Day 100

**Real Life Activity – Go Shopping Preparation**

Research different businesses available in your area, or in an area you might travel to, which are related to the language you are learning. Consider markets, clothing stores, specialty food stores, grocery stores, and restaurants. Use phonebook yellow pages, Chambers of Commerce, and Internet sources to locate these businesses. List the businesses that sound interesting in your Language Resource Notebook with addresses and phone numbers.

**Optional Audio Activity – Relate to Other Words**

Relate to Other Words (see Week 4)

**Week 21**

- \_\_\_\_\_ Day 101
- \_\_\_\_\_ Day 102
- \_\_\_\_\_ Day 103 Real Life Activity

\_\_\_\_\_ Day 104

\_\_\_\_\_ Day 105

### **Real Life Activity – Go Shopping or other activity**

This week you will read Real Life Activity J (see the appendix) and visit a business or two. Record your findings on separate pages that you will place behind your resource page for “Businesses.”

### **Optional Audio Activity – Act Out or Draw**

Act Out (see Week 1) or Drawing Exercise (see Week 2)

## **Week 22**

\_\_\_\_\_ Day 106

\_\_\_\_\_ Day 107

\_\_\_\_\_ Day 108 Real Life Activity

\_\_\_\_\_ Day 109

\_\_\_\_\_ Day 110

### **Real Life Activity – Radio or Television/Audio or Video or other activity**

Read Real Life Activity K (see the appendix) and begin your search for television and radio broadcasts, including Internet television and radio/audio in the language you are learning. It is recommended that, among other broadcasts, you find shows for very young children as these will be easier for you to understand. Depending on the resources you locate and where you live, you may want to make separate pages in your Language Resource Notebook for:

1. Television Broadcasts
2. Radio Broadcasts
3. Internet Television/Videocasts
4. Internet Radio/Audiocasts

You also may want make separate groups, or at least indicate what type of information is presented by each channel/station/webcast. For example, you can indicate whether it is a music, preaching, weather, news, or sports channel.

### **Optional Audio Activity – Change Actors and Actions**

This is another variation of Relate to Other Words. The difference here is that you focus on changing who is doing the action. Most languages have a different form of a verb depending on who is doing the acting.

Bob eats spaghetti, I eat spaghetti.

English typically has just these two forms when speaking in the present. Other languages have six or more variations. When you hear a statement or a question including a person and an action, practice changing the actor (subject) and the action (verb).

Examples:

When you hear:

I walk to school.

You are tall.

Try something like:

She walks to school. or We/you/the boys walk to school.

I am tall. We are tall. They are tall.

## **Week 23**

\_\_\_\_\_ Day 111

\_\_\_\_\_ Day 112

\_\_\_\_\_ Day 113 Real Life Activity

\_\_\_\_\_ Day 114

\_\_\_\_\_ Day 115

**Real Life Activity – Radio or Television/Audio or Video or other activity**

This week, spend an hour listening to and/or watching various sources you found last week. Remember, the children’s programming will probably be the easiest to understand.

**Optional Audio Activity – Write or Relate to Other Words**

Write (see Week 3) or Relate to Other Words (see Week 4)

**Week 24**

\_\_\_\_\_ Day 116

\_\_\_\_\_ Day 117

\_\_\_\_\_ Day 118 Real Life Activity

\_\_\_\_\_ Day 119

\_\_\_\_\_ Day 120

**Real Life Activity – Cooking, Video, Eat Out Internationally, or other activity**

You pick: Cooking, Video, Eat Out Internationally or other activity

**Optional Audio Activity – Relate to Other Words or Act Out**

Relate to Other Words (see Week 4) or Act Out (see Week 1)

**Week 25**

\_\_\_\_\_ Day 121

\_\_\_\_\_ Day 122

\_\_\_\_\_ Day 123 Real Life Activity

\_\_\_\_\_ Day 124

\_\_\_\_\_ Day 125

**Real Life Activity – Read a Bible Verse or other activity**

Read Real Life Activity L (see the appendix) for instructions.

**Optional Audio Activity – Act Out**

Act Out (see Week 1)

**Week 26**

\_\_\_\_\_ Day 126

\_\_\_\_\_ Day 127

\_\_\_\_\_ Day 128 Real Life Activity

\_\_\_\_\_ Day 129

\_\_\_\_\_ Day 130

**Real Life Activity – Research Bibles Available or other activity**

Locate local Christian bookstores and call and ask them about Bibles available in the language you are studying. If there are no Christian bookstores, try a retail bookstore. Ask specifically about Bibles that have both English and your new language side by side. Also go online to search for both single language and bilingual versions. In your Language Resource Notebook, make note of different types of Bibles (including how recently they were translated into each language), who sells them, and how much they cost.

**Optional Audio Activity - Drawing**

Drawing Exercise (see Week 2)

**Week 27**

- \_\_\_\_\_ Day 131
- \_\_\_\_\_ Day 132
- \_\_\_\_\_ Day 133 Real Life Activity
- \_\_\_\_\_ Day 134
- \_\_\_\_\_ Day 135

**Real Life Activity – Research a Theme on the Internet**

Read and follow the instructions for Real Life Activity I (see the appendix).

**Optional Audio Activity - Writing**

Writing Exercise (see Week 3)

**Week 28**

- \_\_\_\_\_ Day 136
- \_\_\_\_\_ Day 137
- \_\_\_\_\_ Day 138 Real Life Activity
- \_\_\_\_\_ Day 139
- \_\_\_\_\_ Day 140

**Real Life Activity – Language and Bible Translation Report**

For the next four weeks, you will be compiling information for a report on your language—its roots, its countries, peoples, culture, and state of Bible translation. You will also investigate the process of Bible translation. Read Real Life Activity M (see the appendix) for an introduction and do the work for **Week 1**.

**Optional Audio Activity – Relate to Other Words**

Relate to Other Words (see Week 4)

**Week 29**

- \_\_\_\_\_ Day 141
- \_\_\_\_\_ Day 142
- \_\_\_\_\_ Day 143 Real Life Activity
- \_\_\_\_\_ Day 144
- \_\_\_\_\_ Day 145

**Real Life Activity – Language and Bible Translation Report**

Continue working on Real Life Activity M and complete the work for **Week 2**.

**Optional Audio Activity – Act Out or Draw**

Act Out (see Week 1) or Draw (see Week 2)

### **Week 30**

\_\_\_\_\_ Day 146  
\_\_\_\_\_ Day 147  
\_\_\_\_\_ Day 148 Real Life Activity  
\_\_\_\_\_ Day 149  
\_\_\_\_\_ Day 150

#### **Real Life Activity – Language and Bible Translation Report**

Continue working on Real Life Activity M and complete the work for **Week 3**.

#### **Optional Audio Activity – Draw or Write**

Draw or Write (see Week 5)

### **Week 31**

\_\_\_\_\_ Day 151  
\_\_\_\_\_ Day 152  
\_\_\_\_\_ Day 153 Real Life Activity  
\_\_\_\_\_ Day 154  
\_\_\_\_\_ Day 155

#### **Real Life Activity – Language and Bible Translation Report**

Continue working on Real Life Activity M and complete the work for **Week 4**. Next week you will present your report to your parents.

#### **Optional Audio Activity – Write or Relate to Other Words**

Writing Exercise (see Week 3) or Relate to Other Words (see Week 4)

### **Week 32**

\_\_\_\_\_ Day 156  
\_\_\_\_\_ Day 157  
\_\_\_\_\_ Day 158 Real Life Activity  
\_\_\_\_\_ Day 159  
\_\_\_\_\_ Day 160

#### **Real Life Activity – Language and Bible Translation Report**

Congratulations on completing your report! Present your report to your parents to review.

#### **Optional Audio Activity – Relate to Other Words or Act Out**

Relate to Other Words (see Week 4) or Act Out (see Week 1)

# Appendix

## REAL LIFE ACTIVITIES

### A. COOKING

The goal of this activity is to discover authentic dishes from a country/region that speaks the language you are learning.

IMPORTANT! Because you will need time to find the recipe and gather/purchase ingredients, you may wish to plan separate days, one for the gathering and one for the cooking.

For recipes, you can look to your local public library. The advantage of this is you can have a book on hand in the kitchen. (Just don't spill the food on it!) You can also browse through the book later at your leisure. Here are a few areas you can find food and recipe information.

Cookbooks – In a library that uses Dewey Decimal numbers (most local public libraries), the nonfiction call numbers in the 641s will have many different cookbooks. The 641.39s are regional cookbooks.

Travel Guides – The 910s are Travel and Exploration, where you can look at travel guides that may have lists of local dishes.

The 945s begin with detailed books about history, geography, and culture of all the countries of the world, with a break in the 973s for the United States of America.

The 980s cover the countries of South America and Antarctica.

There are also a variety of Internet sources readily available that you can print out.

Follow these steps after you find resources about foods and recipes:

1. Select your recipe and decide when you want to experience it or serve it to others.
2. Purchase your ingredients.
3. Enlist the aid of your parent if you are cooking challenged.
4. Enjoy something that a native speaker of your new language might also be eating today. Maybe one day you can eat a dish like this with someone in their home country!

For added spice – Identify what role this dish plays in the culture that it comes from. Share this information when serving the dish. Look for answers to questions such as:

1. Is this mainly served at a special occasion? (wedding, birthday, coming of age party)
2. Is this dish common in a certain part of a country and not in others?
3. Does this dish have anything to do with the types of agriculture, livestock, or aquatic life that are common to the country/region?
4. Is there a historic event, a group of people, or some other story behind the dish?
5. Is this something everybody eats all the time?

A bit of flair – Consider tutoring your family informally at the meal by providing a few tags to identify the dish, the ingredients, or serving materials.

Bilingual instructions – Depending on which language you study, there may be recipes available in both English and the other language. You might find all the instructions or just the ingredients printed in both languages. This would be a great opportunity to learn some new cooking vocabulary.

## **B. READ SIMPLE CHILDREN'S BOOKS** (preferably those you already know in English)

The better acquainted you are with the story in English, the better your experience will be. It is fine to read books silently, but it can be very beneficial if you practice pronouncing the words and speaking with expression as well. Here are some places to find the books.

1. Ask a local librarian to help locate books in your new language.
2. A local public school may also have a collection they would let you use at the school.
3. Purchase different language versions through online booksellers.
4. The IC DL (International Children's Digital Library) at [childrenslibrary.org](http://childrenslibrary.org) has hundreds of books from countries around the world labeled by country. These are original works in your new language and will probably be too difficult. However, they might be a good choice for reading together with a native speaker.

## **C. AUDIO OR E-BOOKS** (The best are simpler children's books you are already familiar with.)

The advantage here is that you are hearing the pronunciation correctly along with the natural flow of speech. Many larger libraries offer books on CDs, e-books, or other resources in other languages.

1. Check with your local library to see what audio resources they have and make notes of what is available.
2. Your local bookseller may have a collection or can order them for you.
3. Look for audio tracks for different children's books online.
4. If you locate audio you would like to listen to, try to also locate the book itself. It is best to have both the physical book and the audio so you have options for following what is being spoken, and repeating it just as you hear it read.

## **D. DEVELOP A LANGUAGE RESOURCE NOTEBOOK**

The goal of this activity is to keep a record of materials, people, tools, and any other resources that you find helpful in your language learning. You will add to this notebook throughout the year as you discover new resources. At the end, you will have: 1. Aids to help you continue growing, and 2. A record of your activities to explain how you earned credit for this course.

When you begin different activities, you will be reminded to document them in your Language Resource Notebook.

We recommend using a small 3-ring binder, because you can add pages as needed. Write the name of the resource type at the top of each page used for listings of that resource. Write the following information for every item.

1. The name of the item
2. A brief description of what it is about, who is involved, or what is useful about it.
3. Whatever information you need to find that resource again. For example:
  - For cookbooks – write the library name, call number and title of the book.
  - For videos – write the title, level of difficulty and store or website where you found it.
  - For native speakers or groups – the name of the group, where they are located, contact person, etc.
  - For restaurants – the style of food, pricing, address, etc.

## **E. WATCH A FAMILIAR VIDEO** (Children's movies are good.)

This activity is hard to fit into an hour and can be continued on another day or you can stop after an hour. Depending on the time available, watching more than once and applying the language and audio settings in different ways can be very helpful. With each variation below, it is a good idea to either repeat parts of what you hear or to read portions of the subtitles aloud. Try one or more of the following:

- Select your target language audio with English subtitles. This allows you to hear the language spoken and get an immediate translation. Listen actively. Don't just read the English!

- Select English audio and your target language subtitles. This is a good way to look for words that match what you know is being said in English.
- Select your target language audio with your target language subtitles. This is more advanced, but it provides a better way for you to catch what is actually being said in the target language, because you can read it at the same time.
 

Funny note: You may notice that, every so often, the written script for the subtitles will not match the spoken language. Give yourself mental points for noticing it. This is most likely due to a translation being made for a particular group of people that speak the core language, but would not understand a particular phrase.
- Select just your target language audio with no subtitles. This has its own particular benefit and difficulty. The benefit is that you are exposed to a lot of language in the context of the actions and you can guess at the meaning, especially if it's a movie you have already seen many times. The difficulty is that you might understand only a very tiny portion of what is being said. You can still have fun repeating what you do understand and watching the action.

Note: In Week 15 and beyond, when you repeat this activity, you might watch the Jesus Film online at [jesusfilm.org/film-and-media/watch-the-film](http://jesusfilm.org/film-and-media/watch-the-film). It is available in a variety of languages; many have both a full-length and a shortened children's version, and some include captioning in the language of the video. As with all other videos, watching the English version beforehand will greatly enhance your ability to follow the storyline. The children's version may appeal to younger children, but will prove as difficult as the full version for a new language learner. Older students may actually find the videography and storytelling easier to follow in the full version since it does not have the children's conversation and appearances sprinkled into cuts of the original video.

## **F. EAT OUT INTERNATIONALLY**

During this outing, don't worry about trying to order the food using your new language. Instead, plan to be curious about things you can experience in the restaurant that you might not otherwise experience, such as:

- Different types of spices and foods typical of this restaurant. Depending on your sense of adventure and what is available, you could ask for dishes that are more typical of the country the restaurant represents.
- The art or decorations displayed. If appropriate, ask about the art.
- The music being played. You may discover that it is of a particular style or from a certain region.

Try to discover if employees of the restaurant are from a particular country or region of a country. You can ask them a few questions about what it is like there. Be sure to be thoughtful of their time. They are working!

Look for words you know on the menu. Take home a printed menu or promotional material.

## **G. MEET WITH A NATIVE SPEAKER**

You can do this once or regularly for meals, simple card games, etc. You may find someone who wants to work on their English just as much as you want to work on your new language, so an arrangement can be worked out where both people speak only English or only the other language for a set time.

Where do I find a native speaker? Some possibilities:

- Contact churches which have non-English language services.
- A local university may have an ESL (English as a Second Language) club or training program.
- There may be a school dedicated to international students studying English.
- Local businesses may have family members who have immigrated within a generation or two.
- Your local chamber of commerce may have a listing of language clubs for English learners.

If you are able to arrange regular meetings, they can be combined with other Real Life Activities. This would be a great time to learn about:

- a. Daily life in their home country
- b. Differences in non-verbal communication in their home country
- c. Cooking, teenagers, entertainment, society, etc.
- d. Idiomatic expressions that don't make sense at first (for example: "He did it by the skin of his teeth.")
- e. Common sayings in their home country
- f. Similarities and differences in family life

## **H. RESEARCH DICTIONARY AND ENCYCLOPEDIA RESOURCES FOR YOUR LANGUAGE**

As you listen, read, and interact more in your new language two things will occur:

1. You will encounter more and more words and phrases that you already know.
2. You will encounter more and more that you do not know.

Eventually the ones you do know will begin to be more frequent, but until that time you need a way to work through those unknown words. The best way to do this would be to have a native speaker or a tutor who could show you, in the language, the meaning of the word. As you venture out into real life activities, you will need either a native speaker or some way to get at the meaning of what you read and hear. This is where various dictionaries, translations, and other references become very helpful. Encyclopedias are primarily helpful only after you have advanced to a certain point in your new language and are either able to use a translation dictionary, or to read the encyclopedia on your own. The following information will help you think about translations and dictionaries.

**\*WARNING\*** A translation can be a very tricky thing. Single words very often have multiple meanings. This is true in both English and other languages. Simply looking up a word in a bilingual dictionary, electronic translator, or web translation service does not guarantee that you will find the meaning that you intend to use, or that someone else is trying to communicate to you. It is very important to receive help from the translation source for understanding multiple meanings of a word and how the word is used differently in different situations.

The best way to use a translation is to:

1. Look up the word in one language (such as English).
2. Note the word(s) that are given for it in the other language (such as Japanese).
3. Pay attention to clues given about when it is used, or in what phrases.
4. Look up those words that fit what you are trying to say in the other language (in Japanese).
5. See which of those best matches the object or description you are looking for (in English).

If you only match one word with another word in a second language, you are very likely to confuse yourself and others.

Do not use a translation website to translate an entire sentence or paragraph. These almost always substitute words and phrases that "match," but don't make any sense at all in the sentence or paragraph. An example might be "He was a brilliant student." being translated as "He was a shiny student."

My Father's World recommends two types of translations:

1. The dual dictionary type – This type has dictionary entries in both English and the language you are learning. This allows you to look up words and check them back and forth as mentioned above. Look for a dictionary that gives several examples of word usage in phrases, in both languages.
2. A similar online translation dictionary – A good example would be [wordreference.com](http://wordreference.com). This website allows you to type in a word or browse through dual dictionaries like the ones mentioned in #1 for several different languages. You specify which language you are typing in and which one you want to translate to. You can then cross-check as mentioned above. This site is also helpful because it will pronounce the words for you in a variety of accents.

## **I. RESEARCH A THEME ON THE INTERNET**

Once you learn a particular word or several words that connect to a theme, such as sports, work, camping, nature, household items, etc., you can follow search results to learn more words associated with that topic.

1. Pick a word from your vocabulary that might have other interesting words associated with it on different websites. For example:
  - a. If you picked the word for apple, you might learn words about baking, or trees and farming, or names of different varieties of apples from different countries, or a brand of clothing named after apples.
  - b. If you picked bicycle, you may learn many names for parts of a bicycle, sporting events, words used to offer prices and features on a bike-selling website, etc.
2. Write down 10-30 new words based on your observations on the websites.
3. Be aware of other words that you have learned so far in your studies as you browse the different sites.
4. Present the information to your parent.

## **J. GO SHOPPING**

We'll just call this window shopping; you don't have to buy anything.

1. Select a business or two to visit this week. Remember, you can visit other businesses later.
2. If you go to a grocery store or a specialty ethnic shop (Russian food store, Japanese restaurant, Korean market, French bakery, etc.) look for labels on their goods that have both English and the target language. Restaurants may have dual English/other language menus that you can look over.
3. Gather any printed material they are willing to let you take home. Some examples would be sales flyers, smaller printed menus, or informational brochures about their products or store. Much of it is advertisement for their business and they would be glad to let you have a copy. Just ask first!
4. If it is a grocery store, take a notepad and make a list of different or interesting items and their ingredients.
5. A variation of this would be to look at household manuals for appliances, electronics, etc. Make a list of words that correspond to English parts. Make a separate list of some actions or phrases described in the manual.

## **K. LISTEN TO A RADIO OR TELEVISION STATION**

Even if you understand very little, this will help you become more familiar with the language. TV of course is better/easier because you have visual clues during shows and commercials.

Most radio and television broadcasts are local, that is, they represent people that live in the area. If there are no groups of people who speak your new language in your local area see Internet broadcasts below.

### **Television Tips**

1. Check TV listings for broadcasts in your new language.
2. Check Closed Captioning options on your TV.

### **Internet Broadcasts – both audio and video**

1. You can download streaming audio and video from many sources.
2. Search for “streaming radio \_\_\_\_\_” (fill the blank with your new language name) for a list that you can listen to in that language. One website example is [multilingualbooks.com/online-radio.html](http://multilingualbooks.com/online-radio.html) which has links to streaming news and radio broadcasts in many different languages.
3. Search for news websites that include videocasts from the country that speak your new language.

When listening to TV or Internet broadcasts write down 10-20 new words that you think you understand from what was happening on the screen.

## **L. READ A BIBLE VERSE**

For languages that have a simple pronunciation scheme, this is a quick, easy way to pick up new vocabulary in small chunks. It is generally easier because you are already familiar with a verse in English.

If the pronunciation scheme is difficult, this would be a good activity to share with a native speaker helping you. Even if it is not difficult, it is very helpful to hear a native speaker, and they can give you feedback on your pronunciation.

1. Go to Bible Gateway at [biblegateway.com/versions/](http://biblegateway.com/versions/). They have a very user friendly website for selecting book, chapter, and verse. Some of the translations also have an audio track that you can listen to as you read.
2. Select a favorite verse or a verse you are working on for school or church.
3. At this point, you definitely want your English Bible in front of you as you read.
4. Read through the verse in both English and the other language, making note of similarities and differences.
5. It is very beneficial to memorize the verse in your new language. You are not only memorizing single words, but whole phrases and thoughts. God's thoughts!

As you grow in the skill of pronouncing words in your new language, you will be able to read full verses and more. This is a very easy way to practice more extended speaking without having to think as hard as you would if you were coming up with the words yourself.

## **M. LANGUAGE AND BIBLE TRANSLATION REPORT**

This activity will help you to prepare a report about your new language. You will be learning:

1. Where it is spoken
2. Other languages spoken in that area
3. Interesting information about the area where it is spoken
4. The availability of a Bible or Bible portions in that language and other languages nearby
5. Various aspects of Bible translation, the needs, and the people involved

The majority of the resources listed in this assignment are Internet based. You can also use resources you located at the library in Week 11. If the websites change, search for new websites to find similar information.

Take notes as you explore. You will summarize these and use them as part of a larger report.

### **Week 1 – Explore where the language is spoken and how it is related to other languages.**

1. Go to [ethnologue.com](http://ethnologue.com)
2. Select Languages in the Main Menu options.
3. Select the letter that the language you are studying begins with, scroll down to its name, and select it.
  - a. Print this page or make notes from it. Pay particular attention to the Summary, Dashboard, Family, and Existing Content Areas.
    - i. Where the language is primarily spoken
    - ii. Where else in the world it is spoken
    - iii. How many people use the language
    - iv. What is available in the language – a dictionary, newspapers, or a Bible? If there is a Bible, note the number of years there has been one. How current is the Bible or the portions of it?
4. Look at the Family area. Select a language family link. Observe and note the number of subgroup languages that come from the common roots.
5. Learn about other languages spoken in the country where your language is spoken by selecting a country in the Summary area.
  - a. Briefly look over the living and dead languages of that country.

- b. Begin to browse through the living languages by selecting each one and looking at Geography, Population, Language Vitality, and Existing Content. Take notes to include in your report.
- c. Make note of the development of the Bible for the different languages. Find at least three who have no Bible or only portions of the Bible. Make note of these. Consider praying for these groups.

Collect your findings regarding your language, its country, and other languages in that country and summarize them in a few paragraphs.

### **Week 2 – Describe a country where the language is spoken.**

This week you will learn more about the country that hosts your new language and the other languages you learned about last week. This would be a good time to make a library trip for books about these countries.

1. Begin by going to [operationworld.org](http://operationworld.org). This site provides a wealth of information about past and current issues, prayer concerns, and answers to prayer. For this report, it will serve as a jumping off point to other information sources.
  - a. Select Prayer Resources and then Countries Alphabetically. Select a country that hosts your new language.
  - b. You can also use travel websites and books such as [lonelyplanet.com](http://lonelyplanet.com) or [fodors.com](http://fodors.com).
2. Goals for details of country report. You will gather information this week about:
  - a. Major historical points
  - b. Geographical highlights
  - c. Different groups of people living in the country
  - d. Arts and entertainment
  - e. Foods and sporting events
  - f. Special tourist attractions
  - g. Political and economic significance and/or political and economic difficulties
  - h. Other facts you found especially interesting

Compile these facts into a brief informative summary of the country.

### **Week 3 – Describe the “Who?” and “How?” of Bible translation.**

This portion of your report should focus on Bible translation agencies, the work required to make spoken and written translations in a new language, and how those groups are funded.

1. Who is doing the work? – Discover different groups committed to Bible translation.
  - a. Look up the Forum of Bible Agencies International at [forum-intl.org](http://forum-intl.org). This site will provide a listing of several dedicated translation groups. Browse on this site and visit some of their independent websites. As you look through these different sites, keep an eye out for current translation projects.
    - i. The Institute for Bible Translation (IBT) one of the agencies listed, is an organization that My Father's World has committed to help fund translation projects. Read more at [ibtrussia.org](http://ibtrussia.org).
2. What does the work require?
  - a. Wycliffe does a great job of explaining the why and how of translation work. Check out their website at [wycliffe.org](http://wycliffe.org).
    - i. As you take notes, consider what activities, support, supplies, and people are needed for translating.
    - ii. Also look for the amount of time it actually takes to translate portions of the Bible or a complete Bible.
3. Where does the money come from?
  - a. You will find information about this through the different websites. Make your discoveries part of your report. My Father's World provides monetary gifts to Institute for Bible Translation through God's Word for

the Nations. You can visit their website at [gwftn.org](http://gwftn.org).

**Week 4 – Compile and present your report.**

For your report, use the outline presented at the beginning of the assignment or adapt it as needed to give your presentation a good flow. Work to communicate your interest in the language and people you are learning about and to place that language in the larger picture of communicating the Gospel to all the languages of the earth through Bible translation.



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