



THE CELTIC LANGUAGES 2



title

**EUROPE OF LANGUAGES NETWORK:
TEACHER TRAINING FOR INCLUSION THROUGH MINORITY LANGUAGES 2020-1-ES01-KA201-082144**

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INTRODUCTION:

The Celtic languages are part of a family of languages divided into two groups: the Gaelic group and the Brittonic group. Breton and Cornish are both Brittonic languages that separated during the Middle Ages, very recently in human history.

METHODOLOGY

- Oral comprehension
- Pronunciation
- Discuss and debate
- Create a small video

KEY COMPETENCIES

- work on oral understanding.
- Work in groups (social competencies).
- Motivate to write.
- Computer skills.

BIBLIOGRAPHY

Bora Brav, Polin Prys,
Kesva an Taves Kernewek, 2020

les 1000 premiers mots en breton,
Lukian Kergoat, Skol an Emsav, 2015

First thousand words in Cornish,
Heather Amery, Stephen Cartwright,
Standard Written Form



RESOURCES AND MATERIALS NEEDED TO COMPLETE THE UNIT



- the video : "Erwan ha Morwenna"

INTRODUCING BRETON STUDENTS TO KERNEWEK

- Using the cartoon comparing Breton to Kernewek the teacher will introduce the Breton sister language, Kernewek, to Breton students, partly using the ULPAN methodology.
- The objective is to introduce Kernewek to Breton speakers, to learn about the similarities and the shared history of the two languages, and to get them to say a few words in Kernewek.

1. Students watch Erwan meets Morwenna video.



https://drive.google.com/drive/folders/1xjCdpxmfJs63Hp0h_DuSW_50U55PvTIP

2. Vocabulary list

The teacher says each word 5 times in Kernewek followed by the students saying each word five times.

Kernewek

Dydh da
Piv os ta ?
Ow tos
Mor
Howl
Treth
Golan
Lowarn

Brezhoneg

Demat
Piv ous-te ?
Dont a ran
Mor
Heol
Traezh
Goelan
Louarn

Saozneg

Hallo
Who are you?
I'm coming
Sea
Sun
Beach
Gull
Fox

Karow	Karw	Stag/ male deer
Gwedhen	Gwezenn	Tree
Gwiwer	Gwiver	Squirrel
Dybri	Debriñ	to eat
Yeghes da	Yec'hed mat	Good health
Skavel	Skabell	Stool
Gweder	Gwer	Glass
Nos	Noz	Night
Loor	Loar	Moon
Donsyoryon	Danserion	dancers
My a'th kar ynwedh.	Me da gar ivez.	I love you.

3. Interactive practice sentences using a dialogue.

The teacher repeats the following phrases 5 times each, then all the students repeat the phrases together 5 times each so as to ensure the correct pronunciation. Then each student is picked randomly to say each phrase.

Next the students divide into pairs with one taking the role of Erwan and one taking the role of Morwenna and then they rehearse the scene.

Kernewek

Erwan: Piw os ta?

Morwenna: Morwenna ov vy.

Erwan: A vynn'ta mos dhe Nos Lowen?

Morwenna: Mynnav, my a gar Nos Lowen. Ple'ma an Nos Lowen gwella?

Erwan: An Nos Lowen gwella yw yn Rysrudh.

Morwenna: My a wra dha weles yn Rysrudh dhe eth eur.

Erwan: Da lowr. Dha weles diwettha.

Basic level	Intermediate level	Advanced level
Look at the video.	Look at the video.	Look at the video.
CARD 1: <hr/> What conclusion?	CARD 1: <hr/> What conclusion?	CARD 1: <hr/> What conclusion?
CARD 2: <hr/> What do they have in common?	CARD 2: <hr/> What do they have in common?	CARD 2: <hr/> What do they have in common?
CARD 3: <hr/> Divide in two groups: one group for Morwenna, one group for Erwan. Look again at the video. Say the words after the characters.	CARD 3: <hr/> Divide in two groups: one group for Morwenna, one group for Erwan. Look again at the video. Say the words after the characters.	CARD 3: <hr/> Divide in two groups: one group for Morwenna, one group for Erwan. Look again at the video. Say the words after the characters.
CARD 4: <hr/> Each student writes the list of the words in the two languages and put the translation (in french, in English or in another language).	CARD 4: <hr/> Exercise with a few sentences to make a dialogue (see the document "introducing Breton and Cornish")	CARD 4: <hr/> Exercise with a few sentences to make a dialogue (see the document "introducing Breton and Cornish")
CARD 5: <hr/> Exercise with a few sentences to make a dialogue (see the document "introducing Breton and Cornish").	CARD 5: <hr/> Work in groups: imagine another scene to this video: look for words, imagine a context.	CARD 5: <hr/> Work in groups: imagine another scene to this video: look for words, imagine a context.
CARD 6: <hr/> Using the words you have larned, imagine another scene with those words. Produce a picture.	CARD 6: <hr/> Produce a picture of this scene.	CARD 6: <hr/> Produce the video using a specialized application or software.



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TRAINING FOR INCLUSION IN TERRITORIAL LANGUAGE EDUCATION

