

# International Languages Week

## World Inventions

### Chinese

#### FIREWORKS -烟花 Yānhuā

Fireworks, or pyrotechnics, are a popular way to mark cultural and religious occasions across the world. Modern firework displays consist of perfectly orchestrated sequences of colours, sounds and transforming shapes which light up the sky to the enjoyment of spectators. Evidence of the first fireworks dates back to 7th century China when potassium nitrate, sulphur and charcoal were mixed and thrown into a fire to create sparks and popping sounds. The invention was furthered by stuffing the materials into wood or bamboo tubes so that when heated in the fire they would be propelled upwards, exploding white sparks into the sky. The addition of other metals creates the colourful fireworks that we often see today. The mixture of science and art in creating fireworks has made pyrotechnics a unique and specialist profession, primarily led by the Chinese. As fireworks were popularised across the globe in the 17th century the Europeans made efforts to uncover Chinese fireworks secrets, “They make fireworks that no one in Europe has ever seen” said Lev Izmailov, ambassador of Peter the Great. Originally, Chinese people believed that the fireworks could expel evil spirits and bring about luck and happiness. Nowadays, they signify joy and celebration at cultural festivals across the world.

zǐ sè 紫色 - purple

hóng sè 红色 - red

bái sè 白色 - white

zōng sè 棕色 - brown

huáng sè 黄色 - yellow

chéng sè 橙色 - orange

lán sè 蓝色 - blue

lǜ sè 绿色 - green

fěn sè 粉色 - pink

hēi sè 黑色 - black

huī sè 灰色 - grey

jīn sè 金色 - golden

**Game:** Students design their own 烟花 Yānhuā (firework) and colour them in. Pair the students up and get them to describe their fireworks naming the colours in Chinese. Now questions and answers in pairs: Student A asks “Zhè shì shénme yánsè? 这是什么颜色? (What color is it?)” And student B replies “Zhè shì zhè + 色 colour (e.g.: Zhè shì jīn sè 这是金色 (This is golden))”.

**Variations:** (1) In pairs/groups, students identify colours, name them in Chinese and count how many of each, and (2) Celebrate Chinese New Year with a fireworks mural on your classroom wall.

## French

### HOT AIR BALLOON - Montgolfière

The hot air balloon is the oldest successful human-carrying flight technology first achieved 1783 in France. A hot air balloon is able to move up into the atmosphere by a heat source, usually contained in a wicker basket which fills the large bag, or envelope, above with hot air. The trapped hot air inside the envelope has a lower density than the comparatively cold air outside the balloon, which makes the balloon buoyant, causing it to lift and drift with the wind. On September 19, 1783, brothers Joseph-Ralf and Jacques-Etienne Montgolfier developed and demonstrated an unmanned hot air balloon flight in Annonay, Ardeche, France. Shortly after, on November 21, Jean-Francois Pilatre de Rozier and Francois Laurent d'Arlandes used the Montgolfiers' design to perform the first manned, untethered balloon flight. From this point onwards, many records in travelling long distances by hot air balloon have been made and broken. The English Channel was crossed in 1785, then the Atlantic Ocean in 1978, the Pacific Ocean in 1981 and ultimately around the world in 1999. Nowadays, taking a hot air balloon ride is mainly leisure and commercial activity. Hot air balloon festivals are held annually throughout the year in different locations across the world in which people gather to participate in various competitions and activities and admire the novel designs, shapes and patterns of many hot air balloons.

Noir – black

Vert – green

Violet (violette) – purple

Bleu – blue

Gris – grey

Rouge – red

Marron – brown

Orange – orange

Blanc (blanche) – white

Doré – golden

Rose – pink

Jaune – yellow

**Game:** Students design their own montgolfières (hot air balloons) and colour them in. Pair the students up and get them to describe theirs in French. Now questions and answers in pairs: student A asks “De quelle couleur est-il ? (What colour is it?)” And student B replies “Il est (It is) + colour (e.g.: De quelle couleur est-il ? Il est rouge (What colour is it? It is red))”.

**Variations:** (1) In pairs/groups, students identify colours, name them in French and count how many of each, and (2) Work on the festivals de montgolfières in France.

## German

### CHIP CARD - Chipkarte

The invention of chip cards has completely transformed how we approach payment and security. In 1968, German engineers Helmut Gröttrup and Jürgen Dethloff designed a 'chip', an integrated electric circuit able to store and process data, embedded in a plastic card. This improved the ease and security of day-to-day business transactions as the chip connects directly to the account or data without need for signatures or the electronic swipe. It also meant counterfeit cards were much harder to produce. The first major use of the chip card was for payphones. Various pre-paid cards were created of the same concept and most notably, the chip card was integrated into modern-day banking, allowing financial transactions to be made through debit and credit cards with great speed, flexibility and security. Cards have liberated people from the need to carry cash, as we expect that wherever we go most establishments will accept card as payment, and if not there will be a nearby ATM to withdraw cash. Other useful functions of this technology, further improved with the creation of the microchip, include authentication, proving identity, accessing secure buildings and sites, accessing secure data, mobile phone SIM cards and account ownership.

Gemüse – vegetables	Hauptgang – main dish	Wurst – sausage
Obst – fruit	Nachtisch – dessert	Suppe – soup
Eis – ice-cream	Fisch – fish	Kartoffelbrei – mashed potatoes
Vorspeise – starter	Fleisch – meat	Salat – salad

**Game:** Put students into pairs or threes and tell them that they are going to write a Einkaufsliste (shopping list) brainstorming with the teacher and looking up words needed. In groups, students come up with a 3-Gänge-Menü (three course meal) using the ingredients on their different Einkaufsliste. Groups take it in turns to present their menu to the other students. Finally students all vote on which menu they would be most willing to eat.

**Variation:** As a final interaction once they know which ingredients they need to buy. Students go einkaufen (shopping) within the classroom and in pairs they role play customer and cashier: student A asks “Bezahlen Sie bar? (Are you paying cash?)” And student B replies “Nein, ich möchte mit Karte zahlen (No, I am paying with my credit/debit card)”, before they start designing and presenting their menus.

## Japanese

### INSTANT NOODLES - インスタントヌードル

Instant noodles are a quick and easy snack or meal loved by many and made even more convenient by their long shelf life. Momofuku Ando of Nissin Foods in Japan invented the first in 1958 by precooking and drying a noodle block then packaging it along with flavouring powder and/or seasoning oil. The dried contents are transformed by soaking in boiling water and in 1971 were able to be eaten straight from the packet, or polystyrene cup. Initially, the first instant noodles called Chikin Ramen were considered a luxury item and were sold in Japanese grocery stores for six times the price of fresh noodles, perhaps because of the novelty. Momofuku Ando, sometimes referred to as “Mr Noodles” created an industry that supplies 91.6 billion servings annually to consumers throughout the world. An interesting further achievement by Momofuku Ando's was the development of Space Ram, the first noodles to be consumed in outer space. The product was approved by NASA and carried into space by Japanese astronaut Soichi Noguchi aboard the Space Shuttle Discovery in July 2005. According to a Japanese poll in 2000, “the Japanese believe that their best invention of the twentieth century was instant noodles.”

yasai やさい – vegetables	buta-niku ぶたにく – pork	suupu スープ – soup
gyuu-niku ぎゅうにく – beef	men めん – noodles	mizu みず – water
sakana さかな – fish	gohan ごはん – (cooked) rice	abura あぶら – oil
tori-niku とりにく – chicken	shooyu しょうゆ – soy sauce	shio しお – salt

**Game:** Group students in pairs (or threes) and tell them that they are going to write a かいものリスト kaimono risuto (a shopping list) using the words from the word bank (above). Students come up with a recipe to cook noodles using the words they selected in their shopping list. Now questions and answers in pairs: student A asks “Zairyoo wa nandesuka ざいりょうは、なんですか? (What are the ingredients?)” And student B replies with the ingredients they used in Japanese.

**Variation:** Groups take turns to present their noodles to the other students. Finally students all vote on which recipe/noodles they would be most willing to eat.

## Spanish

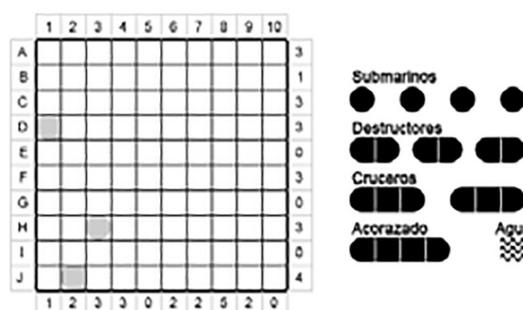
### SUBMARINE - SUBMARINO

Submarines of today are the product of the combined efforts of many inventors, scientists and engineers over time. An underwater boat is an ancient concept that has evolved with new technology. Isaac Peral, a Spanish engineer and sailor, made a great contribution with the invention of his submarine named El Peral which was all-electrically powered, had two torpedoes and measured 22 metres in length. It was launched by the Spanish Navy in 1888 many of its features were carried into later designs, such as the fully reliable underwater navigation system, the periscope and the underwater lamp. Because of political reasons at the time, this military-capable submarine wasn't used for long or to its fullest capacity, but it is remembered by many active submarines in the Spanish Navy that came afterwards which have been named after Peral. The submarine is now displayed in Cartagena harbour, Southern Spain as a testament to the importance of Peral's great inventive and genius work.

Avión(es) – plane	Motocicleta(s) – motorcycle	60 sesenta – sixty
Barco(s) – ship	Autobús(es) – bus	100 cien – a hundred
Coche(s) – car	0 cero – zero	500 quinientos – 5 hundred
Tren(es) – train	10 diez – ten	1000 mil – a thousand

**Game:** Create a template like the one shown below adding as many words and numbers as desired (and adapted to your students' needs and profiles).

	Metro	Tren	Metro	Tren
	★			
100		★	★	★
500		★		
1000				



Pair the students up, distribute the templates and get students place their barcos (ship) on it following this scheme: (1) 5 squares; (1) 4 square; (2) 3 square; (1) 2 square. Now questions and answers in pairs: student A calls a square by saying "Hay (there is/are) + number + transport (e.g.: Hay un barco, hay mil trenes) – please note the use of plural. Student B "Tocado = (hit) It's a hit!" "Agua = (water) It's a miss!" And "Hundido = Sunk!"

**Variations:** Include more means of transports and numbers based on your students' profiles.