

LESSON PLANS

Lost in Translation – Love Around the World



GRADE LEVEL	A2 - B2
CLIL SUBJECT	English & Cultural Studies
OBJECTIVE	• Students will explore how different cultures express love through untranslatable words. • Students will analyse the relationship between language and cultural values. • Students will develop their speaking, listening, and writing skills.
MATERIALS NEEDED	• Handouts with untranslatable love-related words and their cultural contexts. • Small whiteboards or sticky notes. • Projector/slides with visuals.
LESSON DURATION	45–60 minutes

LESSON PROCEDURE	1. Warm-Up (10 min) Ask students: • "How do we express love in English?" (love, affection, care, admiration, devotion, infatuation, crush.) • Challenge them: "Do you think every language expresses love in the same way?" • Introduce the idea of untranslatable words, some languages have words for feelings that English doesn't. 2. Exploration (15 min) Share these untranslatable words with explanations and example sentences: • Saudade (Portuguese) – A deep emotional longing for someone you love and miss. "Even though she moved away years ago, I still feel saudade whenever I hear her favourite song." • Koi No Yokan (Japanese) – The sense upon meeting someone that you will inevitably fall in love with them. "From the moment they met, there was a quiet koi no yokan between them." • Meraki (Greek) – Doing something with passion, love, and creativity. "She writes love letters with meraki, pouring her heart into every word." • Kilig (Filipino) – The thrill or butterflies you feel when you see someone you have feelings for. "Every time he looks at me, I feel kilig!" • Forelsket (Norwegian) – The intense happiness of falling in love. "That forelsket feeling makes the world seem brighter." 3. Application (20 min) Small group discussion: Give students sentence stems to complete using the new words: • The last time I felt saudade was when... • I can relate to koi no yokan because... • When I work on something with meraki, it's usually... • A TV show or movie that gives me kilig is... • I think forelsket is an important feeling because...
CLOSURE	Facilitate a discussion on the diversity of interpretations and creative expressions: • How have these cultural concepts of love been represented in films, literature, or music? • Can you think of any English equivalents in poetry, novels, or songs that capture similar emotions? • Are any of these feelings universal, or do cultural differences shape the way we experience them?

ASSESSMENT	Evaluate students on their ability to: • Interpret and explain love-related words in context. • Engage in discussion using sentence stems. • Apply knowledge creatively in writing or speech. • Make cross-cultural connections and comparisons
EXTENSION	Ask students to • Research a love-related word from another language and present it. • Write a short story or poem using one of the words. • Create a social media post or infographic explaining their favourite word.

EXAMPLE OF POEM

Saudade

I hear your laugh in the autumn breeze,
 A whispered echo through the trees.
 You're far away, yet still so near,
 A memory that feels so clear.
 The past lingers, soft and true,
 A love once known, but never through.
 Saudade stays, it doesn't fade,
 A gentle ache that time has made.

EXAMPLE OF INFOGRAPHIC

