

TABLE OF CONTENTS

0 PREFACE	5
1 INTRODUCTION	9
1.1 An approach to interdisciplinary and significant learning	10
1.2 Why Plurilingualism?	16
1.3 Towards a creative model regarding plurilingual education	24
1.4 Fostering linguistic sensitivity in the classroom through language creativity and significant learning	32
2 BEGINNING PLURILINGUAL TRAINING	37
2.1 English and Romance Languages in Contrast: Levels A1+ A2	37
2.2 Noun Phrases	38
2.2.1 Nouns	38
2.2.2 Determinants	44
2.2.3 Pronouns	48
2.2.4 Adjectives and Adverbs	54
2.3 Verb Phrases	55
2.3.1 The Verbal Paradigm	56
2.3.2 Verb Tenses	60
2.3.3 The Verb <i>To Be</i>	64
2.3.4 Pronominal Verbs	67
2.3.5 Other Particularities Regarding Verbs	69
2.4 Basic Clauses	72
2.4.1 Agreement at Phrase and Clause Levels	72
2.4.2 Negative and Interrogative Clauses	75
2.4.3 Comparative and Superlative Clauses	77
2.5 The Plurilingual Corner	79
3 DEVELOPING PLURILINGUAL INSTRUCTION: Levels B1+ B2	85
3.1 English and Romance Languages in Contrast: Levels B1+ B2	85
3.2 Elements within Clauses	85
3.2.1 Pronominalisation	86
3.2.2 Relative Pronouns and Clauses	89

3.2.3 Prepositional Phrases	93
3.3 Verbal Nuances	97
3.3.1 Indicative vs. Subjunctive	97
3.3.2 Modal Verbs	100
3.3.3 Conditionals	102
3.3.4 Verbal Periphrases	106
3.3.5 The Passive Voice	109
3.4 Sentence-to-Sentence Connections	113
3.4.1 Impersonal Constructions	114
3.4.2 Reported Speech	118
3.4.3 Expressing Causal Relationships	121
3.5 The Plurilingual Corner	125
4 STABILISING PLURILINGUAL SENSITIVITY: Levels C1+ C2	133
4.1 Some Final Grammatical and Verbal Subtleties	134
4.1.1 Further Issues on Negation	134
4.1.2 Non-Finite Forms	137
4.2 Idiomatic Expressions	140
4.3 Speech Acts	143
4.3.1 Politeness and Mitigation	143
4.3.2 Hedges for Specific Purposes	148
4.3.3 Extralinguistic Elements	151
4.4 The Plurilingual Corner	154
5 CONCLUSION	159
6 BIBLIOGRAPHY	163