

Recognising languages



1. Take the **flash card** and answer the following questions:

a) Which languages on the **flash card** do you recognise?

b) Which of these languages do you speak yourself (even if few words or sentences)?

c) Do you speak other languages as well (even if few words or sentences)?
If yes, which ones?

d) Which languages on the **flash card** can be grouped together? Why?

e) Would it be possible to form different language groups, looking at different characteristics? Write down all possible groups and highlight or name the differences between the groups.



Comparing languages



2. Now look at the sentences on the **flash card**. Explore the card pulling the tabs and see what happens.

a) What could be the grammar topic of this **flash card**?

b) First check with your teacher/solution whether you recognised the grammar topic. Then have another close look at the sentences on the **flash card**.

- What are the correct comparative and superlative forms of «big» and «dangerous» in your language of schooling and in the foreign language (defined by your teacher)?
- If you speak other languages: What are the correct comparative and superlative forms in these languages?
- In which group from exercise 1e) do these additional languages fit best?

Hearing languages



3. In the audio «Sentences adjectives», you hear the **flash card** sentences pronounced.

a) Listen to the audio a second time and assign each sentence to the correct language.

Deutsch Sentence _____

English Sentence _____

Français Sentence _____

Italiano Sentence _____

Romontsch Sentence _____



b) You have just heard what the sentences sound like in the different languages. Now try to repeat the sentences aloud! Help each other out. If you feel insecure, ask your teacher to replay the sentences individually.



4.a) Read the story and circle all adjectives in comparative or superlative form with the help of your **flash card**.

E

One morning, on her way to school, Priscilla, who had just received the most beautiful school bag of the entire class, made a sensational discovery, the most sensational discovery of her entire life.

Behind the corner of a house, she saw a green tail, greener and longer than the tail of a lizard. And right after that, two pointed horns, more pointed than those of a bull. And then it came out: it was a big, green monster, and it was plurilingual!

After a first moment of great fear, the greatest fear ever, Priscilla calmed down. In fact, the monster was almost funny: «Ich bin gross und gefährlich!», it said. «Jeu sun gronds e prigulus!», it shouted. «Je suis le plus grand et le plus dangereux monstre du monde!», it claimed.

So Priscilla ran back home to call her sister Matilda: «Come, come, I've found a green, plurilingual monster, the funniest monster in the world!»

But as soon as they arrived at the corner, they found another surprise: a different, little monster, this time an orange one, but more orange than an orange and nicer than the green one. «But Priscilla», said the sister, «this is fantastic!»

And just then the green monster started shouting again in all languages: «Je suis plus grand et plus dangereux que mon ami! Sono più grande e più pericoloso del mio amico! Jeu sun il pli grond e il pli prigulus monster dil mund!»

What a strange encounter for Priscilla, undoubtedly the strangest and most sensational in her entire life!



b) Now listen to the story with the audio file «Priscilla and the monsters» and use the following abbreviations to indicate in the text in which language the adjectives were spoken.

Deutsch	→	D
English	→	E
Français	→	F
Italiano	→	I
Romontsch	→	R

Understanding languages



5. Try to write down a rule for the formation of comparatives and superlatives, both in your language of schooling and in the foreign language defined by your teacher. Use your notes from exercise 2 «Comparing languages».



6. Rule 1 or rule 2?

Listen to the sentences in the audio «Adjective comparison» and tick the right boxes. Write down in which language the sentence is spoken in.

	Rule 1	Rule 2	both	Language
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Playing with languages



7. Group- or pairwork:
Choose an object in the classroom (for example: blackboard, eraser ...).
Imagine you were this object. Now pose a riddle to your partner or group members.
For example: «I am taller than the eraser but smaller than the bin.»
Your partner or group members try to guess your object. Give them additional hints
where necessary! Your teacher decides which languages you may use for those
additional hints.



8. Below, you find sentences about objects in the classroom.
Draw those objects correctly!
- a. Das Etui ist grösser als der Radiergummi, aber kleiner als der Papierkorb.
 - b. Die Tür ist kürzer als der Schrank, aber länger als das Pult.
 - c. The desk is lower than the sink but higher than the chair.
 - d. The bin is bigger than the pencil case but smaller than the cupboard.
 - e. Le crayon est plus court du lavabo, mais plus long de la gomme.
 - f. Le poster est plus grand du livre, mais plus petit de la porte.
 - g. La porta è più chiara della lavagna, ma più scura della finestra.
 - h. Il libro è più grande della gomma, ma più piccolo del cestino.
 - i. Il monitor ei pli clars ch'il cudisch mo pli stgirs che la finiastra.
 - j. La sutga ei pli aulta ch'igl etui mo pli bassa ch'igl esch.



9. Look at the example sentences below. With the help of the vocabulary list, write your own sentences about at least three different objects from exercise 8. Your teacher decides which language(s) you may use!

Example: *Das Fenster ist der hellste Gegenstand im Klassenzimmer.
The blackboard is the darkest object in the classroom.
La fenêtre est la plus claire chose de la classe.
La lavagna è la cosa più scura della classe.
La finestra è la più chiara cosa in stanza da scuola.*

Vocabulary

Deutsch	English	Français	Italiano	Romontsch
der Stuhl	chair	la chaise	la sedia	la sutga
das Pult	desk	le banc	il banco	il pult
der Bleistift	pencil	le crayon	la matita	il rispli
der Radiergummi	eraser	la gomme	la gomma	il gummi
das Etui	pencil case	l'étui (m.)	l'astuccio	igl etui
der Schrank	cupboard	l'armoire (f.)	l'armadio	la scaffa
das Poster	poster	le poster	il poster	il placat
das Buch	book	le livre	il libro	il cudisch
die Wandtafel	blackboard	le tableau noir	la lavagna	la tabla
der Papierkorb	bin	la poubelle	il cestino	il canaster da pupi
das Lavabo	sink	le lavabo	il lavandino	il lavabo
der Computer- bildschirm	computer screen	l'écran d'ordinateur (m.)	lo schermo del computer	il monitor
die Tür	door	la porte	la porta	igl esch
die Lampe	lamp	la lampe	la lampada	la cazzola
das Fenster	window	la fenêtre	la finestra	la finiastra
gross	big	grand(e)	grande	grond(a)
klein	small	petit(e)	piccolo/a	pign/pintga
transparent	transparent	transparent(e)	trasparente	transparent(a)
robust	robust	robust(e)	robusto/a	robust(a)
zerbrechlich	fragile	fragil(e)	fragile	rumpeivel/ rumpeivla
überflüssig	superfluos	superflu(e)	superfluo/a	nunnecessari(a)
dunkel	dark	sombre	scuro/a	stgir(a)
hell	light	clair(e)	chiaro/a	clar(a)
wichtig	important	important(e)	importante	impurtont(a)
hoch	high	haut(e)	alto/a	aalt(a)
niedrig	low	bas(se)	basso/a	bass(a)
interessant	interesting	interessant(e)	interessante	interessant(a)
langweilig	boring	ennuyeux/ ennuyeuse	noioso/a	lungurus(a)
lang	long	long(ue)	lungo/a	liung(a)
kurz	short	court(e)	corto/a	cuort(a)