

### Recognising languages



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

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

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

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

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

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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.

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### 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**?

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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**.

- In what order do you place the words of a sentence in the foreign language (defined by your teacher)?
- If you speak other languages: What order do the words take in these languages?
- In which group from exercise 1e) do these additional languages fit best?

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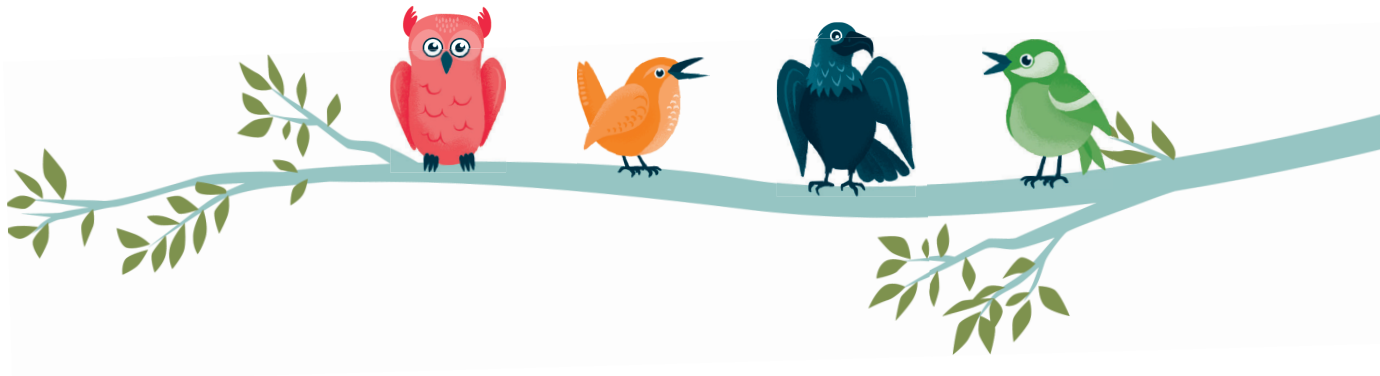
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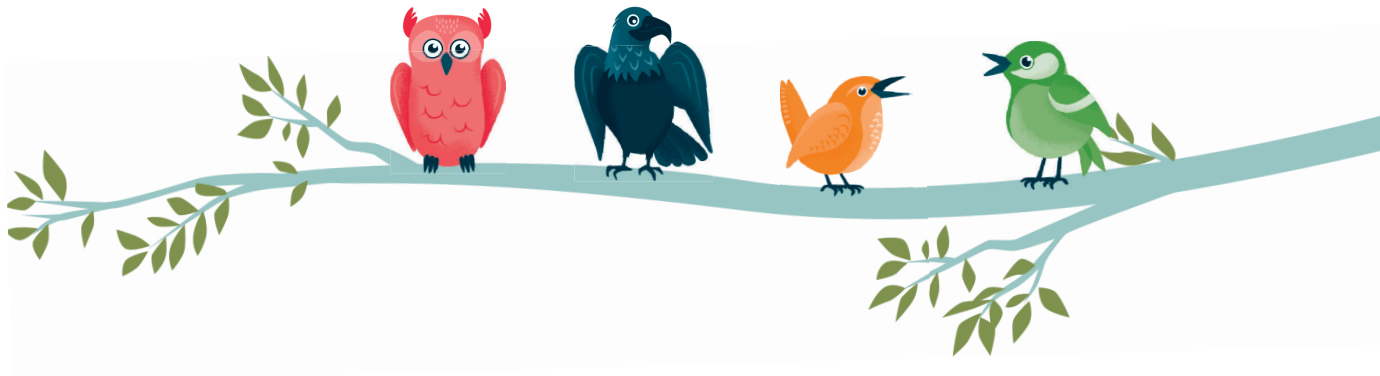


3. Below you can see two branches with four birds each. The birds have taken a different order on the two branches. Which languages fit which branch? Tick the correct boxes. Use the **flash card**, if necessary.

Deutsch     English     Français     Italiano     Romontsch



Deutsch     English     Français     Italiano     Romontsch





#### 4. What do the cocks love?

- Answer the question «What do the cocks love?» once in German and at least in one other language on the flash card. If you speak further languages, also write the sentence in this language!
- Read the sentences out loud to each other.

predicate



amano  
carezan  
aiment  
love  
lieben

subject



ils cots  
les coqs  
die Hähne  
i galli  
the cocks

object



lebendige Würmer  
i vermi vivi  
viarms vivs  
des vers vivants  
live worms

English, Français or Italiano

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Deutsch or Romontsch

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Further languages

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### Hearing languages



5. In the audio «Sentences syntax», 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.



6.a) Read the story. In the sentences in bold, mark the verbs blue and the subjects orange.

#### **How the wren became the king of all birds (based on a fable by Aesop)**

«Mother, mother, please tell us the story of how we became the kings of the birds!», the little wren chicks chirp. «You tell the story so beautifully!»

The mother feeds a little caterpillar to one of her chicks. «You want to hear stories all day long», she tweets tiredly.

But the little wrens sing: «Yes, yes, yes, please, please!»

«Alright, I will tell you the story.»

The tiny birds quickly shut their beaks and listen attentively. Their mother starts telling the story:

«A long, long time ago, **all birds organised** a flying competition among themselves. The bird which would fly the highest, was to become the king of the birds. **The small songbirds were the first to get tired.** Soon they gave up and flew back to the ground. **Now, only the eagle was still flying. He soared** high up in the sky. **He won the competition** – or at least that's what he thought. As he became tired, too, and was about to land, **he heard a tiny little voice** above him: «Je suis la reine, I am the queen! Jetzt bin ich die Königin!» That was your great-great-great-great-great-great grandmother. **She had been hiding within the eagle's plumage.** Now she was fluttering in the air above him. **All the little songbirds sang a victory song:** «Sie hat gewonnen! Nous avons une petite reine! In pign utschi ei la regina! Now we have a little queen! Adesso i piccoli uccelli sono i re!» **The big birds, however, were angry** and whistled: «That's not fair! She only won because she tricked us cunningly!» But your great-great-great-great-great-great grandmother answered: «L'aquila vola in alto perché è forte e assidua. I fly high because I am smart and inconspicuous. Daco duei l'in valer e l'auter buc?»

The little wren chicks are excited about the story and tweet jubilantly: «Wir sind klug und unauffällig, that's why we are the kings!» Alarmed, the mother looks up at the sky, where the buzzards and red kites draw their circles. «Shhhhh! Quiet! **The wrens may be the kings of the birds, but wrens are also very small** indeed. **And you are very loud.** **And just now, the birds of prey up there are very hungry.»**»



- b) Now listen to the story with the audio file «The wren» and use the following abbreviations to indicate in the text in which language the underlined sentences were spoken.

Deutsch	→	<b>D</b>
English	→	<b>E</b>
Français	→	<b>F</b>
Italiano	→	<b>I</b>
Romontsch	→	<b>R</b>



### Understanding languages



7. Try to write down a rule: Where in the sentence is the predicate (verb) placed in German and in Romansh and where is it placed in the other languages? Use your notes from exercise 2 «Comparing languages».

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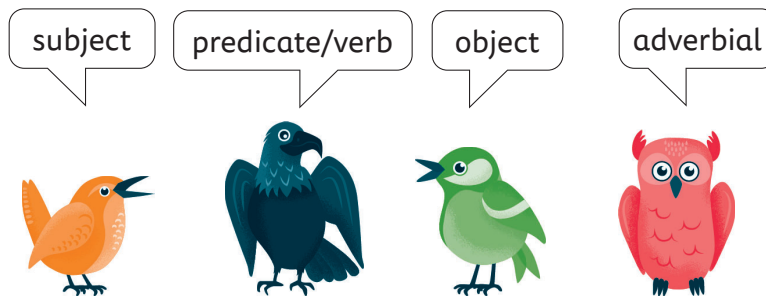
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### Playing with languages



8. All the birds are already here!

Your teacher forms four groups of the same size: one group of wrens (subjects), one group of eagles (verbs), one group of tits (objects) and one group of owls (adverbials). If one group is to be smaller than the others, it should be the owls.



Every student thinks about one word for his sentence element (e.g., the wrens think of a subject, the eagles of a verb, etc.) or chooses one from the list below or from a dictionary.

Now place four chairs in front of the class. The teacher calls a wren (subject), an eagle (verb) and a tit (object) to the front and defines the language.

You fly to your respective chair according to your position in the sentence. As soon as you all agree on your positions, each «bird» says his/her word out loud. Thus, you speak your sentence. Is the sentence correct? Your peers whistle happily if it is, meaning: «well done!», and crouch down if it isn't, meaning: «check again!».

Your teacher changes the setting once or twice, changing the language or adding an owl (adverbial) to the sentence. Then it's the next group's turn.

→ For additional variations: see teacher's commentary.

## Vocabulary

### Subjects

Deutsch	English	Français	Italiano	Romontsch
die Vögel	the birds	les oiseaux	gli uccelli	ils utschals
die Würmer	the worms	les vers	i vermi	ils viarms
die Fussballer	the footballers	les footballeurs	i calciatori	ils ballapeists
die Kühe	the cows	les vaches	le mucche	las vaccas
die Kondukteure	the conductors	les conducteurs	i conducenti	ils conducturs
die Kinder	the children	les enfants	i bambini	ils affons
die Bäckerinnen	the bakers	les boulangers	i panettieri	las pasterneras
die Hauswarte	the caretakers	les concierges	i portinai	ils pedels

### Predicates/verbs

Deutsch	English	Français	Italiano	Romontsch
singen	sing	chantent	cantano	contan
essen	eat	mangent	mangiano	laguottan
pfeifen	whistle	sifflent	fischiano	schulan
träumen	dream	rêvent	sognano	siemian
zeichnen	draw	déssinent	disegnano	dessegnan
putzen	clean	nettoient	puliscono	schubregian
buddeln	dig	creusent	scavano	cavan
lesen	read	lisent	leggono	legian

### Objects

Deutsch	English	Français	Italiano	Romontsch
eine Melodie	a melody	une mélodie	una melodia	ina melodia
ein Loch	a whole	un trou	un buco	ina ruosna
ein Tor	a goal	un but	un gol	in gol
eine Blume	a flower	une fleur	un fiore	ina flur
ein Bild	a picture	une image	un'immagine	in dessegn
eine Wandtafel	a blackboard	un tableau	una lavagna	ina tabla
ein Brot	a bread	un pain	un pane	in paun
eine Zeitschrift	a magazine	un journal	una rivista	in magazin

### Adverbials

Deutsch	English	Français	Italiano	Romontsch
morgens	in the morning	du matin	di mattina	la damaun
mittags	at lunchtime	du midi	a pranzo	da miezdi
nachts	at night	du nuit	di notte	la notg
gestern	yesterday	hier	ieri	ier
morgen	tomorrow	demain	domani	damaun
immer	always	toujours	sempre	adina
jetzt	now	maintenant	adesso	uss
vielleicht	maybe	peut-être	forse	forsa