

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**.

- How do you negate a sentence in the foreign language (defined by your teacher)?
- If you speak other languages: How do you negate a sentence in these languages?
- In which group from exercise 1e) do these additional languages fit best?

Hearing languages



3. In the audio «Sentences negation», 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 numbers with the help of your **flash card**.

The monkeys of the jungle are hungry and one speaks to another: «Where is the coconut? Have you seen the coconut?»

The other monkey answers the first one: «Ich weiss nicht ^D wo die Kokosnuss ist, ich habe die Kokosnuss nicht!»

And because nobody has the coconut and nobody knows, where the coconut is, all monkeys are dashing through the jungle and are hollering: «Where's the coconut?»



Mother monkey sits down by the river and speaks: «Je pêche la noix de coco, mais ici dans la rivière, elle n'y est pas.»

Uncle monkey is so desperate, that he starts pulling out trees while searching for the coconut and he speaks: «Cocco, dove ti nascondi?» But he can't find the coconut either.



Aunt monkey, who arrived to taste the jungle coconut, speaks: «*Negina nuschi da cocos? Lu restel jeu buca.*»



All monkeys are hollering. Only the baby monkey isn't hollering. It isn't looking for the coconut.



The baby monkey is holding the coconut happily and smiling.

And then the granny monkey discovers the baby holding the coconut and speaks in surprise: «*Ich kann es nicht glauben! Hoorray, hoorray, the coconut isn't lost anymore, the coconut is back!*»



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

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

Understanding languages

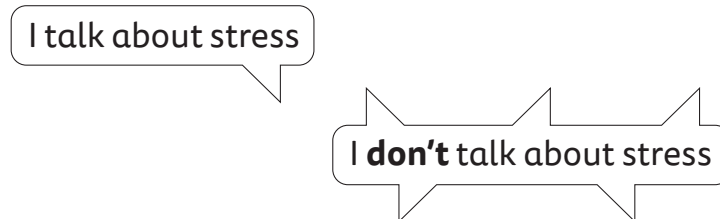


5. Try to write down a rule for the negation of sentences in your language of schooling and in the foreign language defined by your teacher. Use your notes from exercise 2 «Comparing languages».



6. Your teacher makes statements. Negate these statements with the help of your flash card. Speak the negated sentences together and aloud in class.

Example:



Vocabulary

| Deutsch | English | Français | Italiano | Romontsch |
|----------------------------|----------------------|---------------------------|-------------------------------|---------------------------------|
| Ich spreche über... | I talk about ... | Je parle ... | lo parlo ... | Jeu discuorel ... |
| das Wetter | the weather | du temps | del tempo | da l'aura |
| die Fussball-resultate | the football results | des résultats de football | dei risultati calcistici | dils resultats da ballapei |
| Noten | grades | des notes | di note | da notas |
| das Wochenende | the weekend | du weekend | del weekend | da la fin dall'jamna |
| die Ferien | the holidays | des vacances | delle vacanze | da las vacanzas |
| die Nachrichten | the news | des nouvelles | delle notizie | da las novitads |
| die Abstimmungs-ergebnisse | the voting results | des résultats électoraux | dei risultati delle votazioni | dils rasultats da las votaziuns |
| Geld | money | d'argent | di soldi | da daner |
| die Schule | school | de l'école | della scuola | da la scola |
| Liebe | love | d'amour | d'amore | da l'amur |
| Freundschaft | friendship | de l'amitié | d'amicizia | da l'amicezia |
| Essen | food | de nourriture | di cibo | dil magliar |

Playing with languages



7. Stars

- Your teacher decides which target languages you should be using in this exercise.
- Form groups of 3 to 4 people. Each group needs a die.
- Each group member ...
 - ... chooses a famous person and writes down his/her name as the title on a sheet of paper.
 - ... writes down in a sentence below what this famous person likes to talk about/ does not like to talk about.
 - ... folds the sheet of paper so that the sentence is not visible anymore.
 - ... writes down the first letter of one of the target languages chosen by the teacher (**D, E, F, I, R, ...**) on a new line.
 - ... hands the sheet of paper to his/her left. His/her neighbour throws the die; if the die shows an even number, he/she writes down a positive sentences, if the die shows an odd number, they write down a negated sentence in the required language.
- The sheet is then folded again, and on the new line **D, E, F, I, R, ...** is indicated.
- And so on.
- At the end you unfold your sheet of paper and read all the sentences out loud in your group.

Example:

