Thinking and Learning
in
Primary Languages

Comparing the Fairy Tales

Goldilocks
Little Red Riding Hood
Three Billy Goats Gruff
Three Little Pigs

in

français Deutsch espagnol italiano

Have you read Boucle d'Or but ever wondered what the story might sound like in one of the other languages? Then why not read Goldlöckchen, Rubiales and Ricciolidoro to find out

If you have already been using **The Fairy Tales** in your main focus language, you will already be on your way to becoming more confident in the role of a skilled facilitator to language learning. You might now like to consider adding breadth and depth to your own and your children's language learning experience by comparing the fairytales in different languages.

This new resource will hopefully encourage you, whether a specialist or non-specialist, to engage the same thinking skills of looking for similarities and differences, spotting patterns and making connections. The activities at text, word and sentence levels focus on building up knowledge about language and language learning strategies and will allow the children to transfer their new found skills from one language to another.

 You will find that your children will start to respond personally to the languages they are exposed to and start to feel like real language learners. With their language learning experience enriched in this way, they will also be in a strong position to make an informed choice if and when they are called upon to choose a language to study at a later date.

Note
On the whole it will be assumed that the fairy tale will have been studied in depth in one language first, although it would be possible with some adjustments to study the tale with a comparative focus from the beginning.

Contents

Which Language? (Auditory)

Purpose	• to develop listening skills by listening for a purpose • to make deductions and comparisons • to see similarities, differences and relationships between languages • to make judgements informed by reasons and evidence • to develop language learning strategies and knowledge about language
Links to KS2 framework	• O3.1 Listen and respond to simple rhymes, stories and songs • O3.2 Recognise and respond to sound patterns and words • O4.2 Listen for specific words and phrases • O4.3 Listen for sounds, rhyme and rhythm • IU3.1 Increase awareness of linguistic diversity • IU4.3 Compare traditional stories • KAL Imitate pronunciation of sounds • LLS Compare the language with English (and other European Languages)
Preparation	You will need: • A recording of the Three Billy Goats Gruff/Goldilocks/Little Red Riding Hood/Three Little Pigs story in French, German, Spanish and Italian (Northumberland Grid for Learning)
Activity	• Ask pupils to listen carefully to part of the story (perhaps the first page or two) in each of the languages. Ask them to share their thoughts on what they've heard after each language. They will be expressing their personal opinions just as they would if they had been listening to pieces of music so be sensitive as they feedback. Encourage them to explain their statements and give examples where possible. (You could allow them to share their thoughts with response partners prior to class discussion if you prefer) • Please bear in mind that for many of the children (and teachers!) this will be the first time they may have been exposed to some of the languages and these will be merely their initial impressions. They may change their opinions as they hear more. • You may want to consider these points in the discussion: what kind of sounds did they hear? – soft/hard, high/low pitch? did they like the sounds? did some sounds come up more frequently than others? can they imitate them? shape of mouth to make the sounds? was there a particular rhythm ie did the sounds vary by going up and down or did they stay on the same level? speed of delivery? how did it sound in comparison to English? which did they like the sound of the best? • As you move on to other languages comparisons between them should start to emerge
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. discussing, explaining, reasoning, justifying, making judgements etc.

Language 1	Language 2
Sounds: Rhythm: Opinions:	Sounds: Rhythm: Opinions:
Can you think which language this may be?	Can you think which language this may be?
Language 3	**Language 4**
Sounds: Rhythm: Opinions:	Sounds: Rhythm: Opinions:
Can you think which language this may be?	Can you think which language this may be?

If you had to choose the language that you liked listening to the best which one would it be?

Language 1/Language 2/Language 3/Language 4

Can you tell the other people you are working with about your choice and explain to them why you made it?

Which Language? (Auditory Text Identification)

Purpose	• to develop listening skills by listening for a purpose • to make deductions and comparisons • to see similarities, differences and relationships between languages • to make judgements informed by reasons and evidence • to develop language learning strategies and knowledge about language
Links to KS2 framework	• O3.1 Listen and respond to simple rhymes, stories and songs • O3.2 Recognise and respond to sound patterns and words • O4.2 Listen for specific words and phrases • O4.3 Listen for sounds, rhyme and rhythm • IU3.1 Increase awareness of linguistic diversity • IU4.3 Compare traditional stories • KAL Imitate pronunciation of sounds • LLS Compare the language with English (and other European Languages)
Preparation	You will need: • A recording of the Three Billy Goats Gruff/Goldilocks/Little Red Riding Hood story in French, German, Spanish and Italian (Northumberland Grid for Learning) • A blank grid for each group • (Optional National flags for voting) • To recap some of the features and characteristics of each language from previous sessions
Activity	• Ask pupils to listen carefully to some text in each of the languages. Working in small groups they then discuss which language it might be. They should give reasons for their choice on the grid, referring to the relevant features and characteristics as outlined previously. You could ask them to vote and to share their thoughts on what they've heard after each language or wait until they've heard all 4. • If there is a difference of opinion in the group then a consensus should be arrived at by negotiation. However some of the alternative suggestions can be noted (if they have been justified!) and added to the feedback.
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. discussing, explaining, reasoning, justifying, making judgements etc.

Which language can you hear?

Language A	Language B	Language C	Language D
Evidence: ▪ ▪ ▪ ▪ ▪	Evidence: ▪ ▪ ▪ ▪ ▪	Evidence: ▪ ▪ ▪ ▪ ▪	Evidence: ▪ ▪ ▪ ▪ ▪
Choice: French German Spanish Italian	Choice: French German Spanish Italian	Choice: French German Spanish Italian	Choice: French German Spanish Italian

Which Language? (Visual)

Purpose	- to compare and contrast - to make deductions and comparisons - to see similarities, differences and relationships between languages - to make judgements informed by reasons and evidence - to develop language learning strategies and knowledge about language
Links to KS2 framework	- O3.1 Listen and respond to simple rhymes, stories and songs - O4.3 Listen for sounds, rhyme and rhythm - L3.1 Recognise some familiar words in written form - L4.2 Follow a familiar text, listening and reading at the same time - IU4.3 Compare traditional stories and look at the writing system of the language - LLS Use the context to determine some of the meaning - LLS Compare other languages with English - KAL Recognise that languages describe things differently
Preparation	You will need: - The Three Billy Goats Gruff/Goldilocks/Little Red Riding Hood/Three Little Pigs interactive story in French, German, Spanish and Italian (Northumberland Grid for Learning) - Any of the grids that you feel may be useful for recording observations
Activity	- Ask pupils to follow some text from each story (avoiding the page selected for the identification activity), listening and reading at the same time. Leaving a page of text up on the screen ask pupils to spend some time thinking about what they have noticed about how the language looks and if they have recognised any special features. - Ask them to share their thoughts on what they've seen after each language and any further thoughts on what they've heard. Encourage them to explain their statements and give examples where possible. (You could allow them to share their thoughts with response partners prior to class discussion if you prefer) - You may want to consider these points in the discussion: are there any cognates? (with English or between the languages), did some words come up more frequently than others? can they guess what they may mean? were there any common word endings? common letter strings? how did it look in comparison to English? (include layout, dialogue, punctuation), what about capitalisation? accented letters? double letter combinations? which did they like the look of the best? - As you move on to other languages comparisons between them should start to emerge
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. observation, discussion, explanation, reasoning, justifying, making judgements etc.

French	German
• • • • • •	• • • • • •

Spanish	Italian
• • • • • •	• • • • • •

Which language do you think looks the most like English? Try to justify your choice.

Which language do you think would be the easiest for you to follow? Can you say why this would be?

French

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Can you think of some things that would be fairly straight-forward when learning French:
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Can you think of anything that might be a little tricky when learning French:
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German

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Can you think of some things that would be fairly straight-forward when learning German:
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Can you think of anything that might be a little tricky when learning German:
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Spanish

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Can you think of some things that would be fairly straight-forward when learning Spanish:
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Can you think of anything that might be a little tricky when learning Spanish:
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Italian

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-

Can you think of some things that would be fairly straight-forward when learning Italian:
-
-
-

Can you think of anything that might be a little tricky when learning Italian:
-
-
-

French	German
Can you think of some things that would be fairly straight-forward when learning French:	Can you think of some things that would be fairly straight-forward when learning German:
Can you think of anything that might be a little tricky when learning French:	Can you think of anything that might be a little tricky when learning German:

Spanish	Italian
• • • • •	• • • • •
Can you think of some things that would be fairly straight-forward when learning Spanish: • • •	Can you think of some things that would be fairly straight-forward when learning Italian: • • •
Can you think of anything that might be a little tricky when learning Spanish: • • •	Can you think of anything that might be a little tricky when learning Italian: • • •

Which Language? (Visual Text Identification)

Purpose	- to compare and contrast - to make deductions and comparisons - to see similarities, differences and relationships between languages - to make judgements informed by reasons and evidence - to develop language learning strategies and knowledge about language
Links to KS2 framework	- L3.1 Recognise some familiar words in written form - L4.2 Follow a familiar text, listening and reading at the same time - IU4.3 Compare traditional stories and look at the writing system of the language - LLS Use the context to determine some of the meaning - LLS Compare other languages with English - KAL Recognise that languages describe things differently
Preparation	You will need: - The relevant set of 4 text cards (Texts A B C D) in French, German, Spanish and Italian for each group to annotate - blank grid for each group to record evidence
Activity	- Ask pupils to read the text cards for each language and to annotate them to show any special features and characteristics that will provide clues. Make a list of evidence on blank grid and reach a decision about each text. Depending on how much time you have this could be for one language or all 4. - Take feedback and ask for evidence. - You may want to consider these points in the discussion: are there any cognates? patterns of common word endings? correct type of accents and punctuation? use of capitals? words already known?
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. observation, discussion, explanation, reasoning, justifying, making judgements etc.

Which language can you identify?

Text A	Text B	Text C	Text D
Evidence: ■ ■ ■ ■ ■	Evidence: ■ ■ ■ ■ ■	Evidence: ■ ■ ■ ■ ■	Evidence: ■ ■ ■ ■ ■
Choice: French German Spanish Italian	Choice: French German Spanish Italian	Choice: French German Spanish Italian	Choice: French German Spanish Italian

Text A – Three Billy Goats Gruff

Un topolino è uscito da un buco in un albero.

"State attenti ragazzi.
C'è un enorme orco cattivo che vive sotto il ponte. Fa paura.
Se provate ad attraversare il ponte, vi mangerà."

Text B - Three Billy Goats Gruff

Eine kleine Maus tauchte aus einem Loch im Baum auf, wo sie wohnte.

„Aber passt doch gut auf!˝ sagte sie zu den Ziegenböcken.

„Ein großer böser Troll wohnt unter der Brücke und er hat einen großen Hunger. Wenn ihr versucht, über die Brücke zu gehen, wird er euch ertappen und auffressen.˝

Text C - Three Billy Goats Gruff

De repente, un ratón se asomó por el agujero de un árbol.

"Tened cuidado," le dijo a los cabritillos. "Un ogro grande y feo vive debajo del puente.
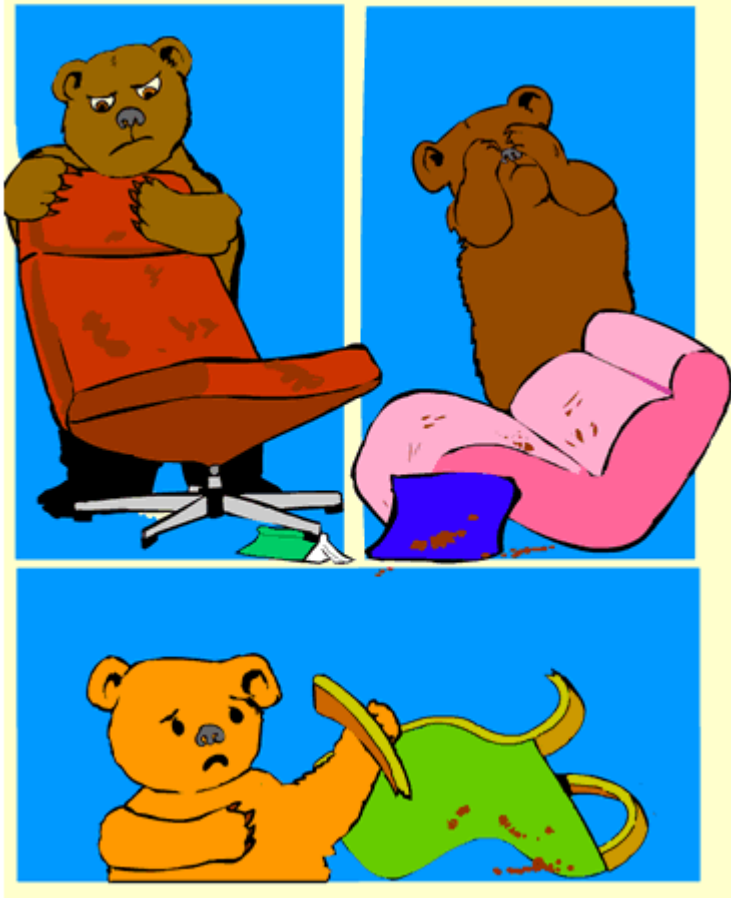¡Si intentáis cruzar, os cogerá y os comerá!"

Text D - Three Billy Goats Gruff

Une gentille petite souris a sorti sa petite tête du trou dans l'arbre où elle habitait.

«Faites attention les gars!
Un troll habite sous le pont.
Il est énorme et affreux, et il a un appétit féroce.
Si vous tentez de traverser le pont, il vous attrapera et vous mangera.»
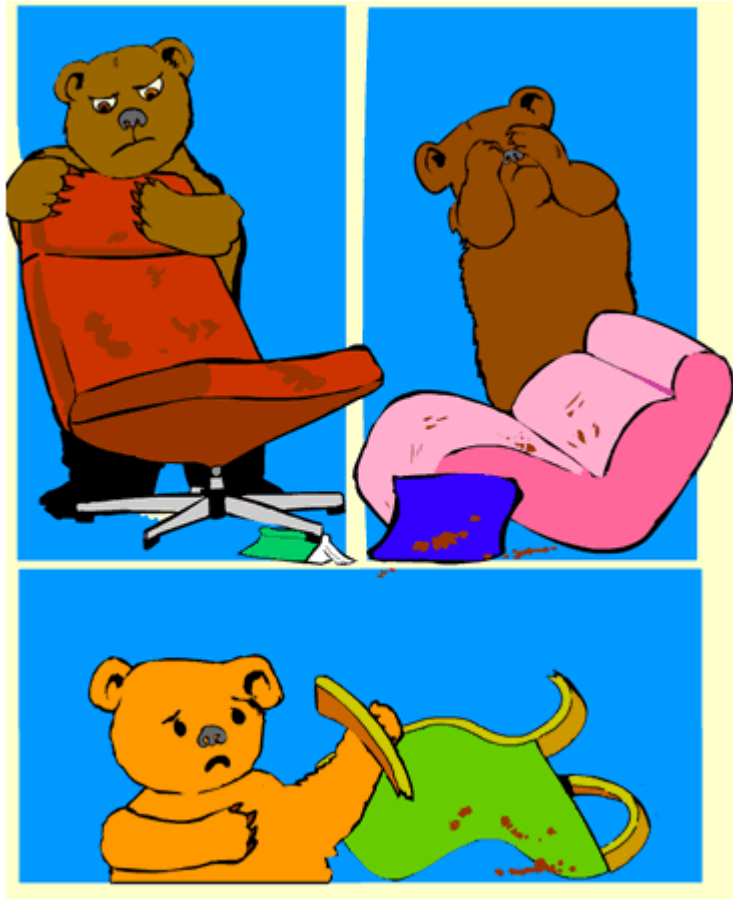
Text A - Goldilocks

Fueron a la sala.

"Alguien ha tocado mi silla," gritó papá oso.

"Alguien ha tocado mi silla," gritó mamá oso.

"Alguien ha tocado mi silla," gritó bebé oso, "iy la ha roto!"
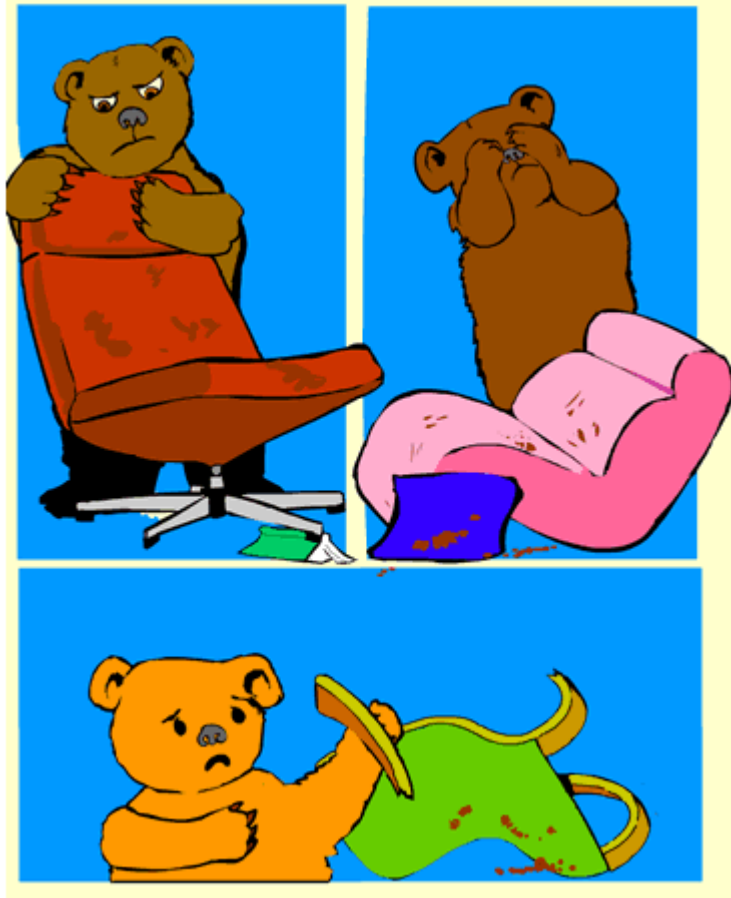
Text B - Goldilocks

Ils sont allés dans le salon.

«Quelqu'un a touché ma chaise,» a crié papa ours.

«Quelqu'un a touché ma chaise,» a crié maman ours.

«Quelqu'un a touché ma chaise,» a crié bébé ours, «et l'a cassée!»
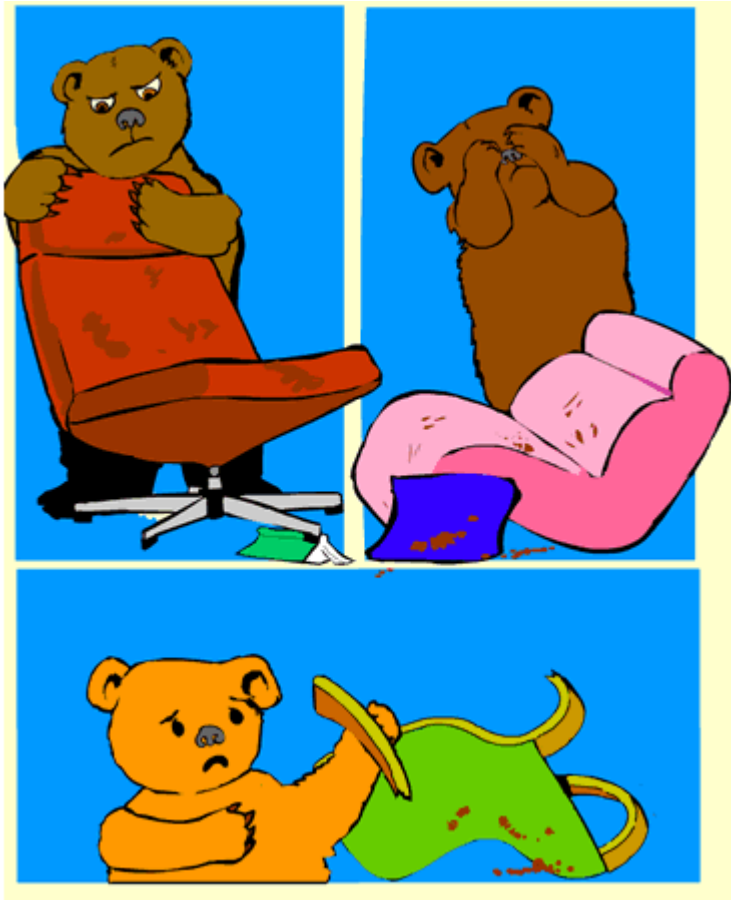
Text C - Goldilocks

Sie gingen ins Wohnzimmer.

,,Jemand hat meinen Stuhl berührt," rief Papa Bär.

,,Jemand hat meinen Stuhl berührt," rief Mama Bär.

,,Jemand hat meinen Stuhl berührt," rief Baby Bär, ,,und hat ihn zerbrochen."

Text D - Goldilocks

Sono entrati nel salone.

"Qualcuno ha toccato la mia sedia," ha gridato babbo orso.

"Qualcuno ha toccato la mia sedia," ha gridato mamma orsa.

"Qualcuno ha toccato la mia sedia," ha gridato l'orsetto piccolo, "e l'ha rotta!"

Text A – Little Red Riding Hood

Kurz nachdem sie losfuhr, hatte Rotkäppchen leider eine Reifenpanne und musste das Rad schieben.
Plötzlich kam ein großer Wolf.

,,Guten Tag mein liebes Mädchen. Wohin fährst du so früh an diesem schönen Morgen?"

,,Ich bringe Kuchen zu meiner Großmutter."

Text B - Little Red Riding Hood

Desafortunadamente, en el camino, a la bici se le pinchó una rueda y Caperucita Roja tuvo que caminar. De repente apareció un lobo grande.

"Hola pequeña," dijo el lobo.
"¿A dónde vas en este día?"

"Voy a llevar unos pasteles a mi abuela, que vive al otro lado del bosque," dijo Caperucita Roja.

Text C - Little Red Riding Hood

Sfortunatamenta la gomma della bicicletta si buca e Cappuccetto Rosso deve andare a piedi.

Improvvisamente un grande lupo le si avvicina.

"Ciao bimba. Dove vai?"

"Porto dei dolci alla nonna che abita dall' altra parte del bosco," risponde Cappuccetto Rosso.
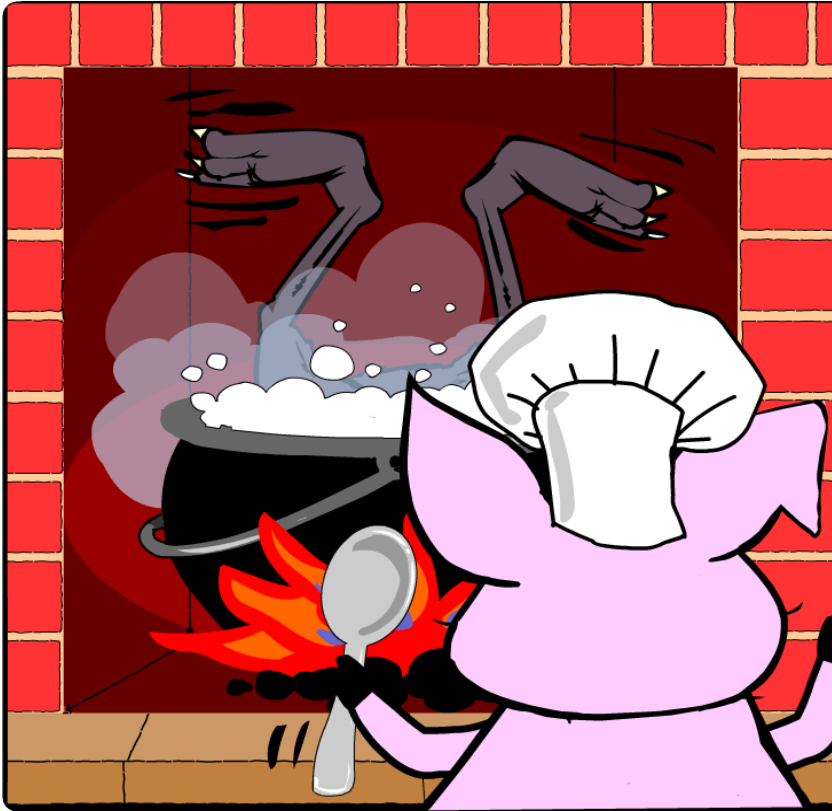
Text D - Little Red Riding Hood

Malheureusement en route le vélo a eu un pneu crevé. Petit Chaperon Rouge devait marcher. Tout d'un coup un grand loup s'est approché.

«Bonjour petite fille.
Où vas-tu ce beau jour?»

«J'apporte des gâteaux à ma grand'mère. Elle habite de l'autre côté de la forêt,» a répondu Petit Chaperon Rouge.
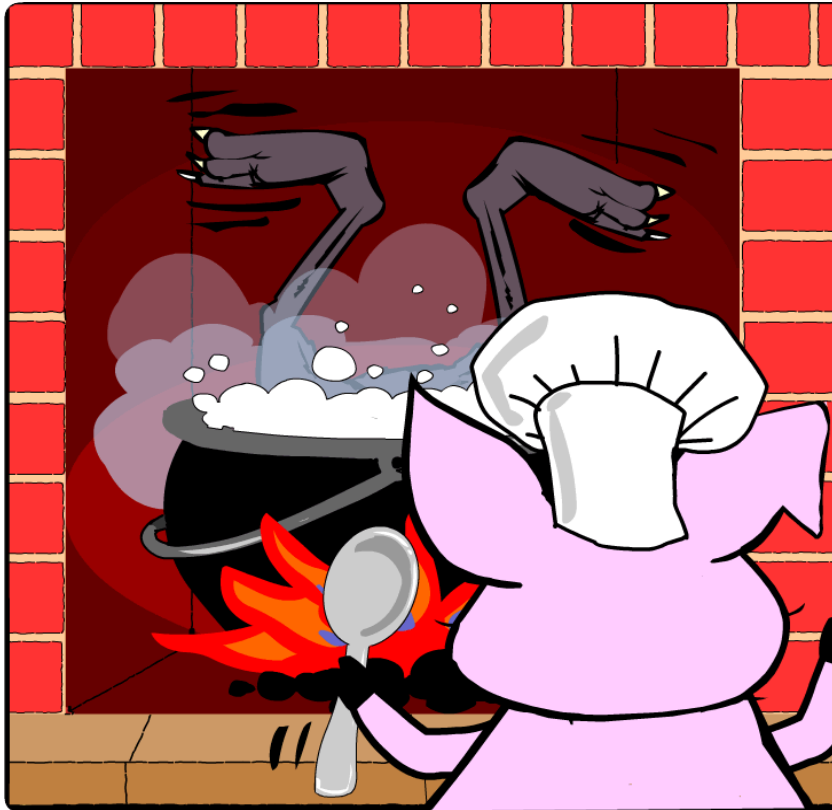
Text A – The Three Little Pigs

Le grand Méchant Loup est descendu par la cheminée puis il est tombé dans la marmite.

« Sors de là vite, vite, c'est un ragoût végétarien. Tu peux en avoir si tu veux. »

Le grand Méchant Loup a adoré le ragoût.

« C'est meilleur que le cochon ! »
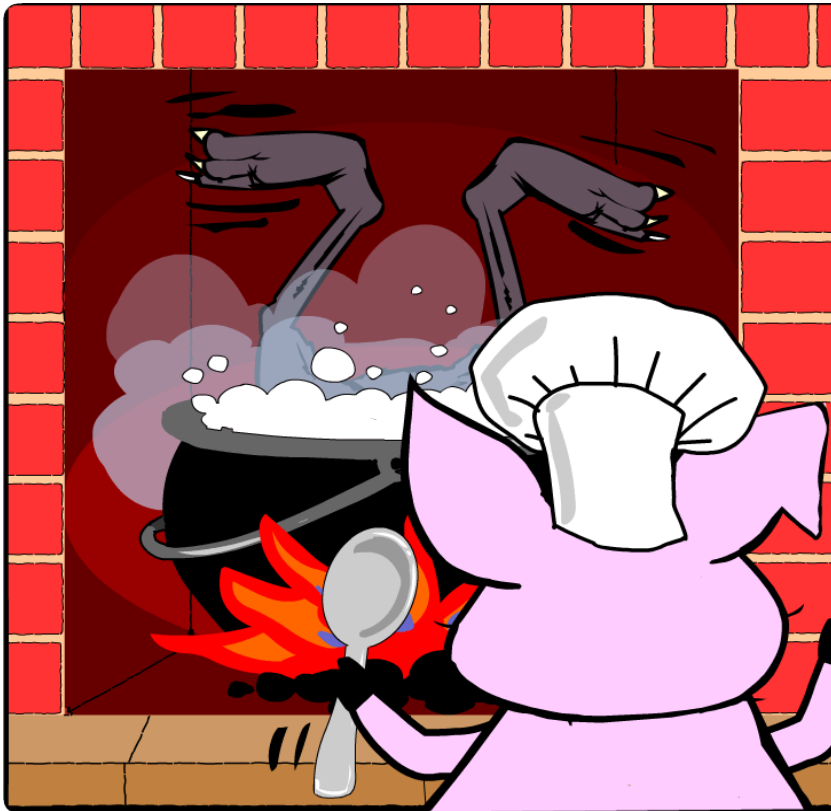
Text B - The Three Little Pigs

Il lupo è sceso dal camino nella pentola.

"Fuori di qui. Presto! Presto! Sto cucinando uno stufato vegetariano," ha detto Porcellino Sciocchino.

"Ne puoi avere un pò se vuoi." Al Lupo Cattivo lo stufato è piaciuto molto.

"È più buono dei porcellini," ha detto.

Text C - The Three Little Pigs

Der Wolf rutschte den Schornstein herunter und landete im großen Topf.

„Schnell! Heraus da! Die Suppe soll vegetarisch sein!" schrie Schweinchen Doof.

„Wenn du willst, kannst du sie probieren."

Der große böse Wolf mochte die Suppe.

Das schmeckte leckerer als kleine Schweinchen.

Text D - The Three Little Pigs
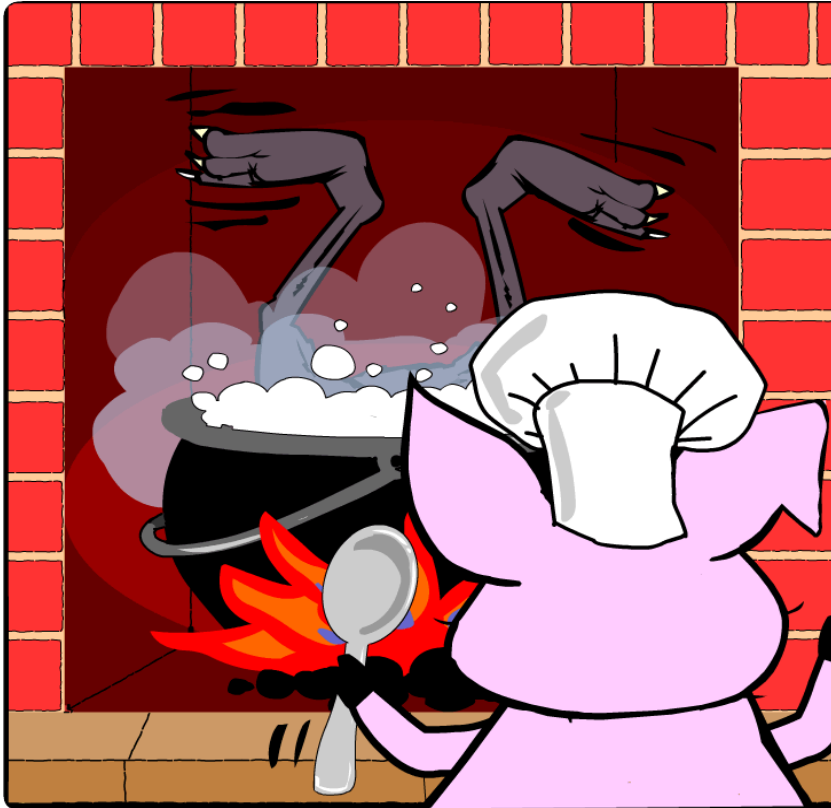
El lobo se cayó de la chimenea en la gran olla.

"¡Sal de allí! ¡Rápido! ¡Rápido! ¡Estoy haciendo un guiso vegetariano!", gritó Cerdito Tonto.

"Te puedo dar un poco si lo deseas".

Al Malvado Lobo le encantó el guiso.

"Es mejor que el guiso de cerdo".

Word Level

Purpose	• to make deductions • to make judgements informed by reasons and evidence • to develop language learning strategies and knowledge about language
Links to KS2 framework	• O3.2 Recognise and respond to sound patterns and words • L3.1 Recognise some familiar words in written form • O4.2 Listen for specific words and phrases • O4.3 Listen for sounds, rhyme and rhythm • L4.3 Read some familiar words and phrases aloud and pronounce them accurately
Preparation	Pupils work in groups of 3 or 4. Each group will need: • set of word cards pre-cut (Set A or Set B) for the appropriate story (NB the words appear in the same order of language in the uncut version to provide the teacher with the correct answers) OR • 1 sheet Word Level (A)/Word Level (B) for the appropriate story • coloured pencils
Activity	• Recap common features of each language as identified in previous sessions • Ask pupils to sort their cards according to meaning ie the same word in all the languages • Ask them to explain their choices. Right or wrong, the reasons they give are very important as they are articulating language learning strategies. • Ask them to comment on the spelling of the words and on any similarities between the languages • See if they can now sort all the words of the same language together • Once this activity has been completed, the Word Level sheets could be used. Ask pupils to look at each word and colour code them according to language (French = blue, German = red, Spanish = yellow, Italian = green)
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. discussing, explaining, reasoning, justifying, making judgements etc.

Los Tres Cabritillos Traviesos
Les Trois Boucs Bourrus / Three Billy Goats Gruff
I Tre Capretti Furbetti / Die drei Ziegenböcke
Word Level (A)

Show which language you think each word is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

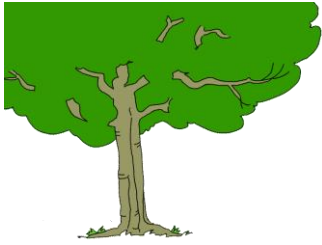|			
un topolino	herbe	the bridge	mi hermano
a mouse	Gras	el puente	mon frère
eine Maus	hierba	il ponte	my brother
une souris	grass	die Brücke	mio fratello
un ratón	erba	le pont	mein Bruder

Los Tres Cabritillos Traviesos
Les Trois Boucs Bourrus / Three Billy Goats Gruff
I Tre Capretti Furbetti / Die drei Ziegenböcke
Word Level (B)

Show which language you think each word is by highlighting them with these colours:

German=red   **Spanish=yellow**   **French=blue**   **Italian=green**

un albero	la rivière	Billy Goats	un valle
a tree	der Fluss	Cabritillos	une vallée
ein Baum	el río	Capretti	a valley
un arbre	the river	Ziegenböcke	una valle
un árbol	il fiume	Boucs	ein Tal

un topolino	erba	il ponte	mio fratello
a mouse	grass	the bridge	my brother
eine Maus	Gras	die Brücke	mein Bruder
une souris	herbe	le pont	mon frère
un ratón	hierba	el puente	mi hermano

un albero	il fiume	Capretti	una valle
a tree	the river	Billy goats	a valley
ein Baum	der Fluss	Ziegenböcke	ein Tal
un arbre	la rivière	Boucs	une vallée
un árbol	el río	Cabritillos	un valle

Rubiales
Boucle d'Or / Goldilocks
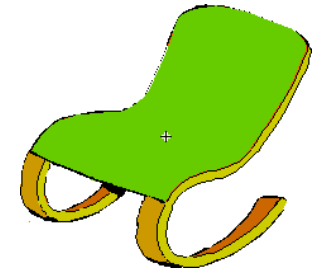# Ricciolidoro / Goldlöckchen
Word Level (A)

Show which language you think each word is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

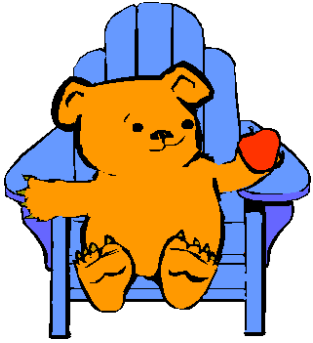|			
tre orsi	Boucle d'Or	the chair	una carta
three bears	Goldlöckchen	la silla	une lettre
drei Bären	Rubiales	la sedia	a letter
trois ours	Goldilocks	der Stuhl	una lettera
tres osos	Ricciolidoro	la chaise	ein Brief

Rubiales
Boucle d'Or / Goldilocks
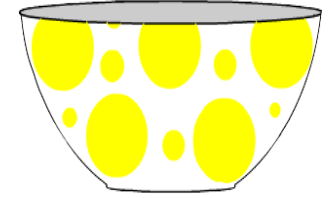## Ricciolidoro / Goldlöckchen
Word Level (B)

Show which language you think each word is by highlighting them with these colours:

German=red   **Spanish=yellow**   **French=blue**   **Italian=green**

babbo orso	table	the bed	tres tazones
baby bear	Tisch	la cama	trois bols
Baby Bär	mesa	il letto	three bowls
bébé ours	table	das Bett	tre tazze
bebé oso	tavola	le lit	drei Schüsseln

tre orsi	Ricciolidoro	la sedia	una lettera
three bears	Goldilocks	the chair	a letter
drei Bären	Goldlöckchen	der Stuhl	ein Brief
trois ours	Boucle d'Or	la chaise	une lettre
tres osos	Rubiales	la silla	una carta

babbo orso	tavola	il letto	tre tazze
baby bear	table	the bed	three bowls
Baby Bär	Tisch	das Bett	drei Schüsseln
bébé ours	table	le lit	trois bols
bebé oso	mesa	la cama	tres tazones

Petit Chaperon Rouge / Little Red Riding Hood
Cappuccetto Rosso / Rotkäppchen / Caperucita Roja
Word Level (A)

Show which language you think each word is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

il dente	forêt	Help	una vez
the teeth	Wald	Aiuto	Il était une fois
die Zähne	bosque	Socorro	Once upon a time
les dents	forest	Hilfe	C'era una volta
el diente	bosco	Au secours	Es war einmal

Petit Chaperon Rouge / Little Red Riding Hood
Cappuccetto Rosso / Rotkäppchen / Caperucita Roja
Word Level (B)
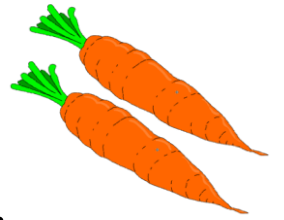
Show which language you think each word is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

il lupo	la porte	ears	ojos
the wolf	die Tür	orecchi	yeux
der Wolf	la puerta	orejas	eyes
le loup	the door	Ohren	occhi
el lobo	la porta	oreilles	Augen

il dente	bosco	Aiuto	C'era una volta
the teeth	forest	Help	Once upon a time
die Zähne	Wald	Hilfe	Es war einmal
les dents	forêt	Au secours	Il était une fois
el diente	bosque	Socorro	una vez

il lupo	la porta	orecchi	occhi
the wolf	the door	ears	eyes
der Wolf	die Tür	Ohren	Augen
le loup	la porte	oreilles	yeux
el lobo	la puerta	orejas	ojos

Die drei kleinen Schweinchen / The Three Little Pigs
Les trois petits Cochons / I tre Porcellini / Los Tres Cerditos
Word Level (A)

Show which language you think each word is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

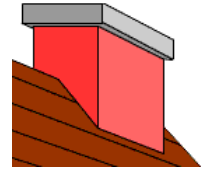|			
un porcile	délicieux	of straw	tres zanahorias
a pigsty	lecker	di paglia	trois carottes
ein Schweinestall	delicioso	de paja	three carrots
une porcherie	delicious	aus Stroh	tre carote
una pocilga	delizioso	en paille	drei Karotten

Die drei kleinen Schweinchen / The Three Little Pigs
Les trois petits Cochons / I tre Porcellini / Los Tres Cerditos
Word Level (B)

Show which language you think each word is by highlighting them with these colours:

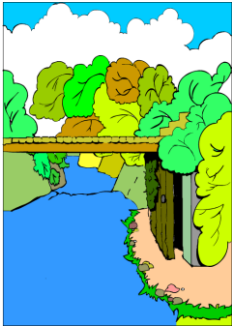German=red   Spanish=yellow   French=blue   Italian=green

costruire	à la campagne	practical	la chimenea
to build	auf dem Lande	pratico	la cheminée
bauen	en el campo	práctico	the chimney
construire	in the countryside	praktisch	il camino
construir	in campagna	pratique	der Schornstein

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un porcile	delizioso	di paglia	tre carote
a pigsty	delicious	of straw	three carrots
ein Schweinestall	lecker	aus Stroh	drei Karotten
une porcherie	délicieux	en paille	trois carottes
una pocilga	delicioso	de paja	tres zanahorias

costruire	in campagna	pratico	il camino
to build	in the countryside	practical	the chimney
bauen	auf dem Lande	praktisch	der Schornstein
construire	à la campagne	pratique	la cheminée
construir	en el campo	práctico	la chimenea

Sentence Level

Purpose	• to make deductions • to make judgements informed by reasons and evidence • to develop language learning strategies and knowledge about language
Links to KS2 framework	• O3.2 Recognise and respond to sound patterns and words • L3.1 Recognise some familiar words in written form • O4.2 Listen for specific words and phrases • O4.3 Listen for sounds, rhyme and rhythm • L4.3 Read some familiar words and phrases aloud and pronounce them accurately
Preparation	Pupils work in pairs or small groups. Each group will need: • 1 Sentence Level (A) or (B) sheet in the appropriate story for highlighting • coloured pencils
Activity	• Recap common features of each language as identified in previous sessions • Ask pupils to look at each sentence and colour code it according to language (French = blue, German = red, Spanish = yellow, Italian = green) • Ask them to explain their choice. Right or wrong, the reasons they give are very important as they are articulating language learning strategies. • Ask them to comment on any similarities between the languages • Can they identify the words specified in each language? • Ask them if they think that some languages deal with some things differently ie Italian and Spanish don't always need a subject pronoun therefore there isn't necessarily a word for 'he' or 'she'. NB The sentences are not always an identical match but provide an opportunity to see how each language deals with different expressions.
Debrief	Ask pupils what they discovered about language through the process and how they discovered it. What skills did they use? i.e. discussing, explaining, reasoning, justifying, making judgements etc.

Los Tres Cabritillos Traviesos
Les Trois Boucs Bourrus / Three Billy Goats Gruff
I Tre Capretti Furbetti / Die drei Ziegenböcke
Sentence Level (A)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Plötzlich öffnete sich eine Tür unter der Brücke, und ein großer böser Troll sprang auf.	
2	• Debajo del puente se abrió una puerta y de ella salió un ogro grande y feo.	
3	• A door under the bridge opened and out popped an enormous, wicked troll.	
4	• Una porta sotto il ponte si è aperta e dalla porta è uscito un enorme orco.	
5	• Une porte s'est ouverte sous le pont et un énorme et affreux troll en est sorti.	

under :   **a door :**   **opened :**

Los Tres Cabritillos Traviesos
Les Trois Boucs Bourrus / Three Billy Goats Gruff
I Tre Capretti Furbetti / Die drei Ziegenböcke
Sentence Level (B)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Fra poco arriva mio fratello e lui è più grande di me.	
2	• My brother is coming soon and he is much bigger than I am.	
3	• Mein Bruder kommt gleich und er ist viel größer als ich.	
4	• Mon frère arrive bientôt et il est bien plus grand que moi.	
5	• Mi hermano viene pronto y es mucho más grande que yo.	

soon :   **he :**   **bigger :**

Rubiales
Boucle d'Or / Goldilocks
Ricciolidoro / Goldlöckchen
Sentence Level (A)

Show which language you think each sentence is by highlighting them with these colours:
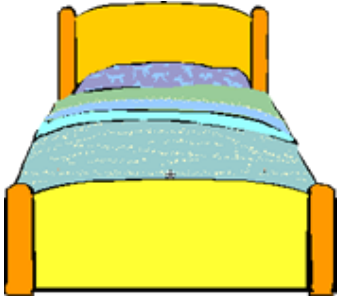
German=red   Spanish=yellow   French=blue   Italian=green

1	• Sie sah die verärgerten Bären und sie hatte Angst.	
2	• Vio a los tres osos enfadados y estaba asustado.	
3	• She saw the three angry bears and was frightened .	
4	• Ha guardato i tre orsi arrabbiati e aveva paura.	
5	• Elle a regardé les trois ours fâchés et elle avait peur.	

angry :   she :   frightened:

Rubiales
Boucle d'Or / Goldilocks
Ricciolidoro / Goldlöckchen
Sentence Level (B)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Il letto medio era troppo molle.	
2	• The medium-sized bed was too soft.	
3	• Das mittlere Bett war zu weich.	
4	• Le moyen lit était trop mou.	
5	• La cama media era muy suave.	

soft :   **too :**   **medium :**

Petit Chaperon Rouge / Little Red Riding Hood
Cappuccetto Rosso / Rotkäppchen / Caperucita Roja
Sentence Level (A)

Show which language you think each sentence is by highlighting them with these colours:

German=red Spanish=yellow French=blue Italian=green

1	• Abitava in una bella casetta vicino a un grande bosco.	
2	• She lived with her parents in a beautiful house on the edge of a big forest.	
3	• Sie wohnte mit ihren Eltern in einem schönen Häuschen am Rande eines großen Waldes.	
4	• Elle habitait avec ses parents dans une jolie petite maison au bord d'une grande forêt.	
5	• Vivía con sus padres en una casa bonita al borde de un gran bosque.	

with :   **she :**   **house :**

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Petit Chaperon Rouge / Little Red Riding Hood
Cappuccetto Rosso / Rotkäppchen / Caperucita Roja
Sentence Level (B)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Decidió correr lo más rápido posible a casa de la abuela.	
2	• Er beschloss, so schnell wie möglich durch den Wald zum Haus der Großmutter zu laufen.	
3	• He decided to run as fast as possible to Grandma's house.	
4	• Cosí decide di andare di corsa verso la casa della nonna.	
5	• Il a décidé de courir aussi vite que possible vers la maison de la grand'mère.	

grandma :   **possible :**   **he decided :**

Die drei kleinen Schweinchen / The Three Little Pigs
Les trois petits Cochons / I tre Porcellini / Los Tres Cerditos
Sentence Level (A)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Una mañana muy temprano, dejaron su granja y fueron a construir sus propias lindas casitas.	
2	• Un matin, de bonne heure, ils ont quitté la ferme bio pour construire chacun une maison.	
3	• Una mattina, di buon'ora, hanno lasciato la fattoria biologica per costruirsi ognuno una casetta.	
4	• Early one morning they left the farm so each one of them could build their own little house.	
5	• Früh an einem Morgen verließen sie den Biobauernhof, weil jedes Schweinchen sein eigenes schönes Haus bauen wollte.	

morning :   **farm :**   **to build :**

Die drei kleinen Schweinchen / The Three Little Pigs
Les trois petits Cochons / I tre Porcellini / Los Tres Cerditos
Sentence Level (B)

Show which language you think each sentence is by highlighting them with these colours:

German=red   Spanish=yellow   French=blue   Italian=green

1	• Entonces Cerdita Glamorosa construyó una elegante casita de madera.	
2	• Schweinchen Schick ließ sich ein elegantes Haus aus Holz bauen.	
3	• So the glamorous pig built an elegant house out of wood.	
4	• Dunque Porcellina Civetta ha fatto costruire una elegante casa di legno.	
5	• Donc, Cochonnette Coquette a fait construire une élégante maison en bois.	

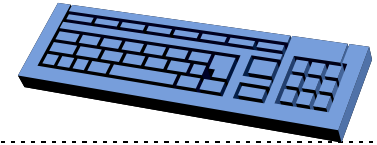**pig :**   **wooden :**   **house:**

French characters – for PC keyboards

This handy cut-out table shows how to type French characters using the number pad (on the right hand side) of a standard UK layout PC keyboard. Please note that these codes will **not work** using the **numbers at the top** or on most **laptops**.

Make sure that the number lock is on. Press the "ALT" Key and these combinations of numbers on the number pad at the same time:

À	à	Â	â	È	è	É	é	
Alt 0192	ALT 133	ALT 0194	ALT 131	ALT 0200	ALT 138	ALT 144	ALT 130	

Ê	ê	Î	î	Ù	ù	Ç	ç	€
ALT 0202	ALT 136	ALT 0206	ALT 140	ALT 0217	ALT 151	ALT 128	ALT 135	ALT 0128

Spanish characters – for PC keyboards

This handy cut-out table shows how to type Spanish characters using the number pad (on the right hand side) of a standard UK layout PC keyboard. Please note that these codes will **not work** using the **numbers at the top** or on most **laptops**.

Make sure that the **number lock** is on. Press the "ALT" Key and these combinations of numbers on the number pad at the same time:
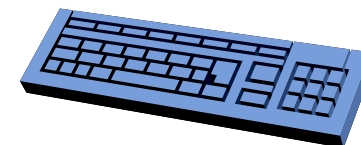
Á	á	É	é	Í	í	Ó	ó	
ALT 0193	ALT 160	ALT 144	ALT 130	ALT 0205	ALT 161	ALT 0211	ALT 162	

Ú	ú	Ü	ü	Ñ	ñ	¿	¡	€
ALT 0218	ALT 163	ALT 154	ALT 129	ALT 165	ALT 164	ALT 168	ALT 173	ALT 0128

German characters – for PC keyboards

These handy cut-out tables show how to type German characters using the number pad (on the right hand side) of a standard UK layout PC keyboard. Please note that these codes will **not work** using the **numbers at the top** or on most **laptops**.

Make sure that the **number lock** is on. Press the "ALT" Key and these combinations of numbers on the number pad at the same time:
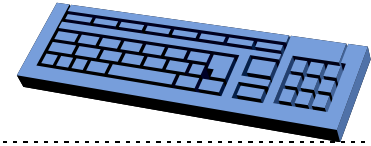
Ä	ä	Ö	ö	Ü	ü	ß	€
ALT 142	**ALT 132**	**ALT 153**	**ALT 148**	**ALT 154**	**ALT 129**	**ALT 225**	**ALT 0128**

Ä	ä	Ö	ö	Ü	ü	ß	€
ALT 142	**ALT 132**	**ALT 153**	**ALT 148**	**ALT 154**	**ALT 129**	**ALT 225**	**ALT 0128**

Italian characters – for PC keyboards

This handy cut-out table shows how to type Italian characters using the number pad (on the right hand side) of a standard UK layout PC keyboard. Please note that these codes will **not work** using the **numbers at the top** or on most **laptops**.

Make sure that the number lock is on. Press the "ALT" Key and these combinations of numbers on the number pad at the same time:
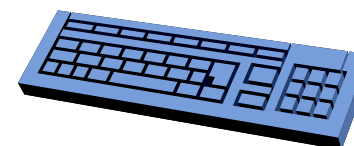
À	à	È	è	É	é	Ì	ì
ALT 0192	ALT 133	ALT 0200	ALT 138	ALT 144	ALT 130	ALT 0204	ALT 141

Ò	ò	Ó	ó	Ù	ù	€	
ALT 0210	ALT 149	ALT 0211	ALT 162	ALT 0217	ALT 151	ALT 0128	