

Jonde!

Bitá y Cëch nes mostra ...

TEST



Jonde!

Bitá y Cëch nes mostra ...

Jonde!

Test y cunzet:

Ruth Videsott, Veronica Rubatscher, Daria Valentin

Cun la culaburazion de:

Ingrid Runggaldier, Rut Bernardi

Grafica y layout:

maramelab.net

Cunsulënza scientifica:

Rico Cathomas (cunzet y didatica)

Paul Videsott (linguistica)

N culaburazion cun la Intendënza Ladina, Provinzia Autonoma de Bulsan, Südtirol

In Zusammenarbeit mit dem Ladinischen Schulamt, Autonome Provinz Bozen, Südtirol

In collaborazione con l'Intendenza scolastica Ladina, Provincia Autonoma di Bolzano, Alto Adige



© 2017 by Bozen-Bolzano University Press
www.unibz.it/universitypress

Chësc material didatich debant ie mé a despusizion per la fasa de prova tla scoles elementeres ladines ntan l'ann de scola 2017/2018 n culaburazion cun la autores. La usservaziuns y i comentares possa unì mandei ite a chësta adres: ruth.videsott1@unibz.it

INDESC

I SONNS

- 10 **1A** I VOCAI
- 12 **1B** I VOCAI
- 14 **1C** I CONSONANC
- 16 **1A** I CONSONANC STERSC Y
I CONSONANC DĚIBLI
- 18 **1B** I CONSONANC STERSC Y
I CONSONANC DĚIBLI

L INUEM

- 19 **1A** L INUEM
- 21 **1B** L INUEM
- 23 **1C** L INUEM
- 26 **1D** L INUEM

L ARTICUL

- 28 **1A** L ARTICUL
- 29 **1B** L ARTICUL
- 31 **1C** L ARTICUL

L AGETIF

- 33 **1A** L AGETIF
- 34 **1B** L AGETIF
- 36 **1C** L AGETIF

L PRONOM

- 38 **1A** L PRONOM
- 39 **1B** L PRONOM
- 41 **1C** L PRONOM

L VERB

- 43 **1A** L VERB
- 44 **1B** L VERB
- 46 **1C** L VERB

REPETIZION

- 49 REPETIZIUN

PROPOSTES DE CUNTROL

- 52 **1** TEST
- 54 **2** TEST

NJONTES

- 57 **1A** L INOM
- 58 **1A** L ARTICUL
- 59 **1A** L PRONOM

LIJËNDA



Sonns



Silbes



Frasa

Mët a verda



MËT AVERDA!

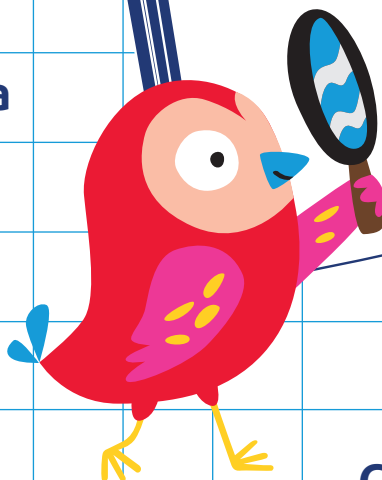
Ladin

Talian

Tudësch

Nglëisc

Per uni
rujeneda
n culëur

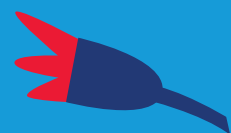


Cëla avisa!

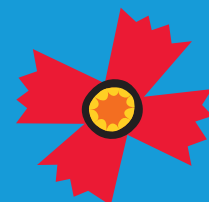




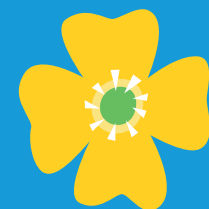
Inuem



Articul



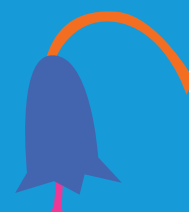
Agetif



Pronom



Verb



Particules

Categoria

Indicazion
eserzize

 1° tlas

 2° tlas

 3° tlas

 4° tlas

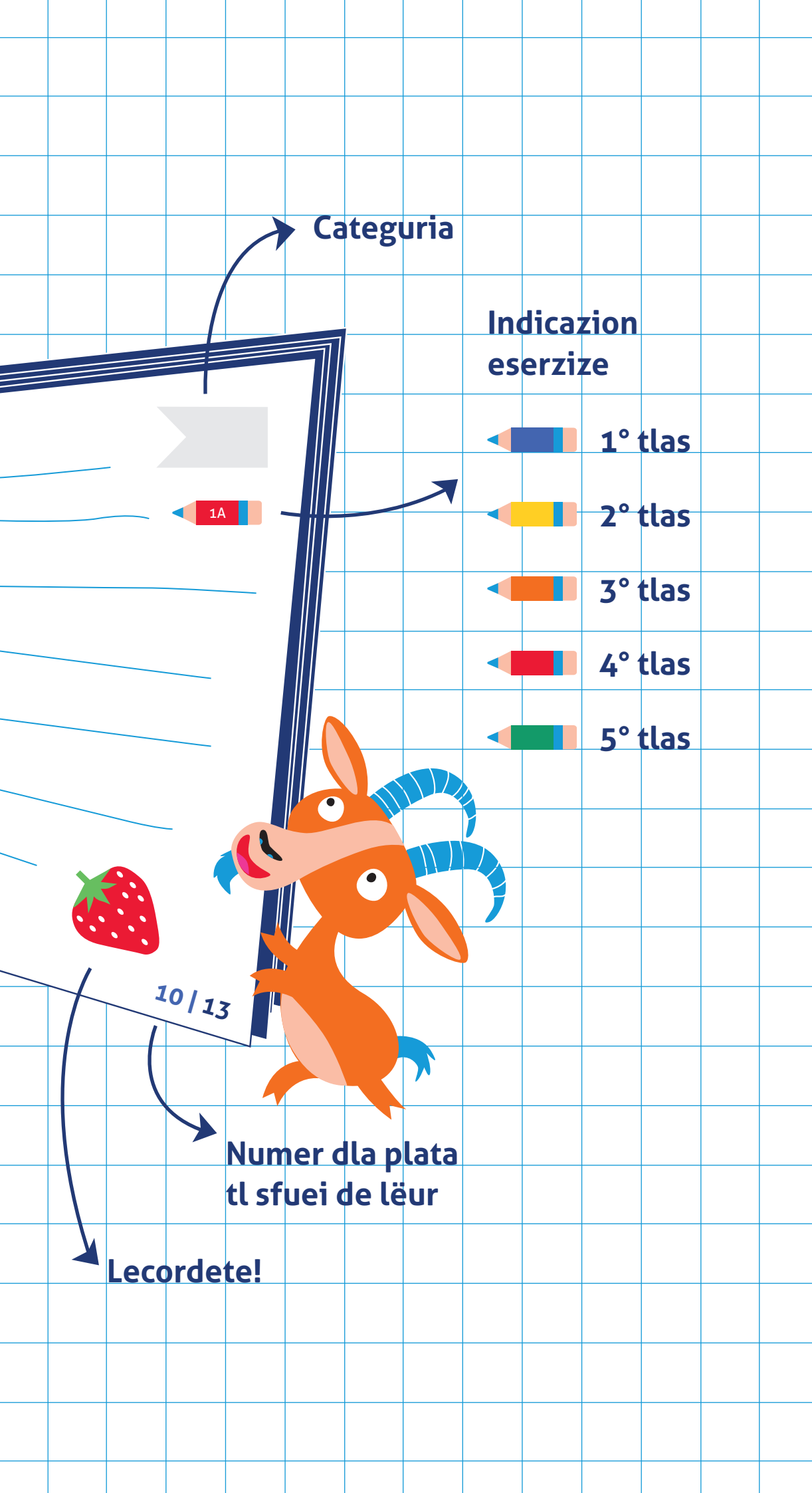
 5° tlas



10 / 13

Numer dla plata
tl sfuei de lëur

Lecordete!

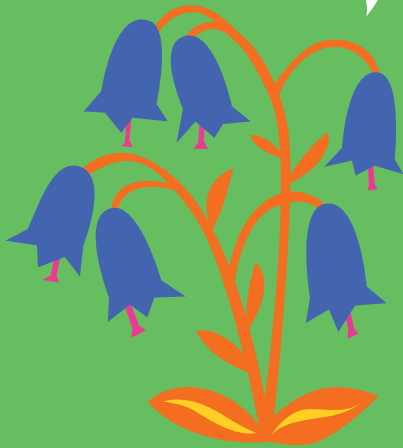




Verb



Particules



Agetif



Articul



Silbes

Frasa

Pronom

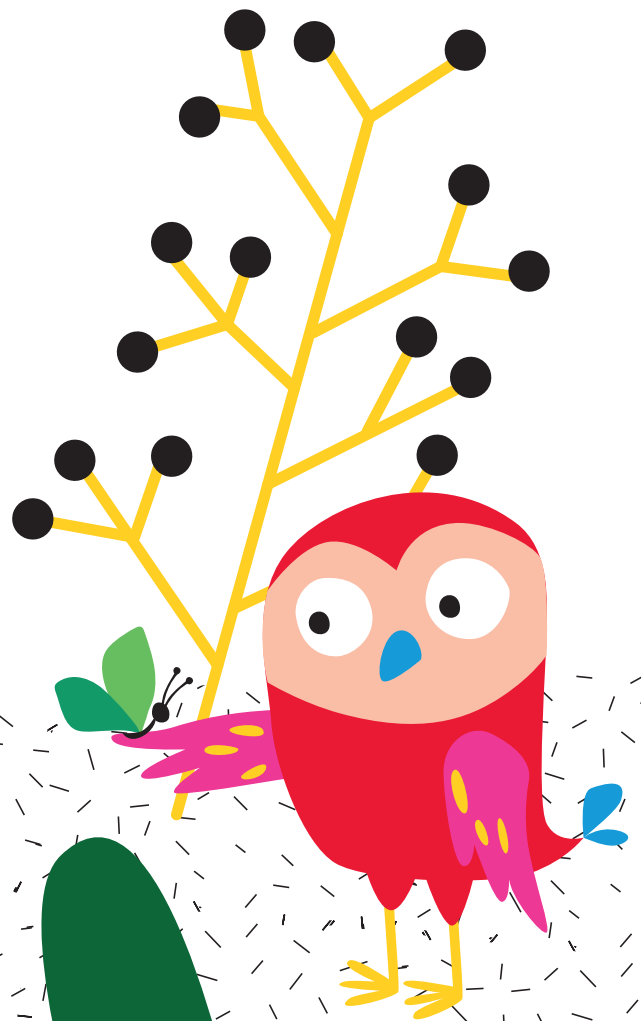
Sonns

Inuem



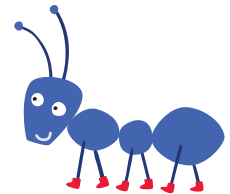


**le son
Pia la furmia,
na cumpania de
Bita y de Cëch.
Te acumpanieie te
chësc prim ann de
scola.**



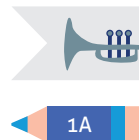


Cianta la ciantia dla
*Trëi cinejes cun
l cuntrabas!*
Tol for n auter vocal!



Trëi cinejes
cun l cuntrabas,
sona tlo sun streda
y ciumpëida te n sas,
po vën l polizai:
“Pu cie ie pa chësc?”
Trëi cinejes cun
l cuntrabas.





Descrizon dl eserzize y propostes didatiches:

Cie?	Audi ora i vocai Capì la desfrënzes de pronunzia
Can?	Dan la la teoria a plata 26-27 tl liber de gramatica
Chi?	Duta la tlas
Co?	Mpe, tl cërtil, a mespies o te banch
Cun cie?	Ciantia tl sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

- 1. Ciantia:**
SS cianta la ciantia cun MA.
- 2.**
SS cianta la ciantia mo n iede, tulan for mé l vocal A.
Daldò vën la ciantia cianteda cun l vocal E.
Nscila vala damprovia nchina che l ie unì tëut uni vocal.

Soluzion:

Tra cianajas can
l cantrabas,
sana tla san strada
y ciampada ta n sas,
pa van l palaza:
"Pa cia a pa casc?"
Tra cianajas can
l cantrabas.

Tre cenejes chen
l chentrebes,
sene tle sen strede
y cempede te n ses,
pe ven l peze:
"Pe ce e pe chesc?"
Tre cenejes chen
l chentrebes.

Tri cinijis chin
l chintribis,
sini tli sin stridi
y cimpidi ti n sis,
pi vin l pilizi:
"Pi ci i pi chisc?"
Tri cinijis chin
l chintribis.

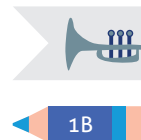
Tro cionojos con
l controbos,
sono tlo son strodo
y ciompodo to n sos,
po von l polozo:
"Po cio o po cusc?"
Tro cionojos con
l controbos.

Tru ciunujus cun
l cuntribus,
sunu tlu sun strudu
y ciumpudu tu n sus,
pu vun l puluzu:
"Pu ciu u pu cusc?"
Tru ciunujus cun
l cuntribus.

Trë cënëjës chën
l chënrëbës,
sënë tlë sën strëdë
y cëmpëdë të n sës,
pë vën l pëlëzë:
"Pë cë ë pë chësc?"
Trë cënëjës chën
l chënrëbës.

Njonta: I eserzizies ora dl *Quaky* y dl *Alfabetier* che reverda i vocai ie ënghe da adurvë pra chësc material.

I VOCAI



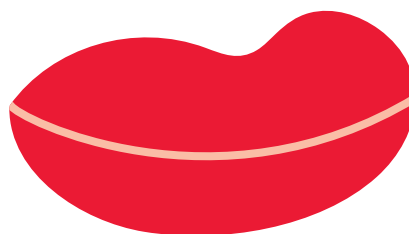
Dì su i vocai y cëlete te spied!

Cie suzedel pa cun la bocia
y cun l fla?



A È

E I



O

U





Descrizion dl eserzize y postes didatiches:

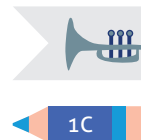
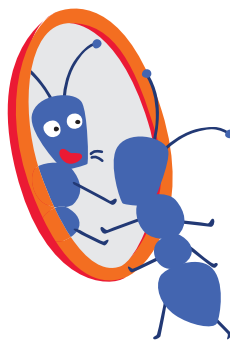
Cie?	Capì coche n forma i vocai
Can?	Do la teoria a plata 26-27 tl liber de gramatica
Chi?	Duta la tras
Co?	Mpe, tl cèrtl, a mespies o te banch
Cun cie?	Sfuei de lëur, spiedl
Ulà?	Te tras

Vares dl eserzize:

- 1.** SS dij su l vocal A y se cèla te spiedl.
SS ti cèla ala forma dla bocia y a coche l fla se lascia udèi sun l spiedl ntan che l vèn pronuzià l vocal.
- 2.** SS va inant cun chësc eserzize cun duc i vocai.

I CONSONANC

Dì su i consonanc y cèlete te spiedl!
Ce pertes dla bocia se muev pa?
Cie suzedel pa cun l fla?



B

C

D

F

G

H

J

L

M

N

P

R

S

T

V

X



Y

Z





Descrizion dl eserzize y postes didatiches:

Cie?	Capì coche n forma i consonanc
Can?	Do la teoria aplata 28-29 tl liber de gramatica
Chi?	Duta la tlas
Co?	Mpe, tl cërtil, a mespies o te banch
Cun cie?	Sfuei de lëur, spiedl
Ulà?	Te tlas

Vares dl eserzize:

1. SS dij l consonant B y se cëla te spiedl.
SS cëla coche i slefs se muev, coche la masseles se slonfa
y cie che l suzed cun l'aria ntan che l vën pronunzià l consonant.
2. SS va inant cun chësc eserzize cun duc i consonanc.
3. SS vëij che l fla vën fermà cun
i slefs
la lënga
i dënz
la masseles
l col

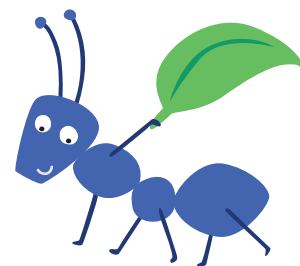
Njonta:

I eserzizies ora dl *Quaky* y dl *Alfabetier* che reverda
i consonanc ie ënghe da adurvë pra chësc material.

I CONSONANC STERSC Y I CONSONANC DĚIBLI



Liej adaut!
Ce desfrĕnzes
audes'a ora?



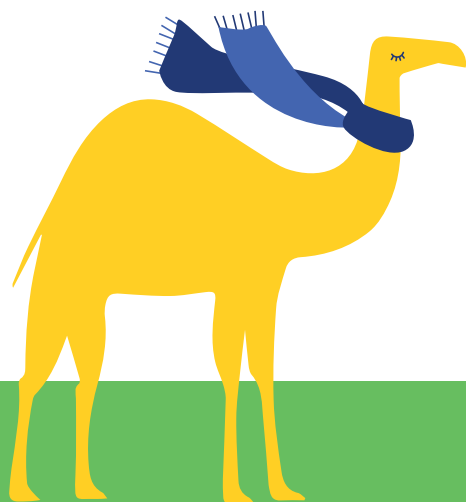
L camel garejea.

La flama verd.

La popa bala.

L scial jola.

L tarz dorm.





Descrizion dl eserzize y postes didatiches:

Cie?	Capì la desfrënza de sonn danter n consonant sterch y n consonant dëibl
Can?	Dan la teoria a plata 28-29 tl liber de gramatica
Chi?	Duta la tlas
Co?	Tl cërtil
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

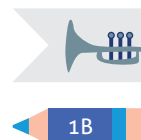
Vares dl eserzize:

1. MA scrij la frases sun tofla.
2. SS ie tl cërtil y dij la prima frasa deberieda.
Canche l vën pronunzià l consonant sterch
(**camel**, **flama**, **popa**, **scial**, **tarz**) se dà SS la man,
les auza su y va deberieda ite tl cërtil.
L consonant sterch vën dit adaut.
Canche l vën pronunzià l consonant dëibl
(**garejea**, **verd**, **bala**, **jola**, **dorm**) lascia ju SS la mans
y va inò ora dl cërtil. L consonant dëibl vën dit scialdi achiet.
Nsci auden ora la oposizion danter sterch y dëibl.
3. A pronunziè l consonant sterch plu adaut y l consonant
dëibl plu achiet capësc SS che n à de bujën de plu forza
pra l prim y de manco pra l segundo.
4. SS possa sottrissé tl sfuei de lëur cun l culëur orancen
i consonanc stersc y cun l culëur violet i consonanc dëibli.

Soluzion:

L camel	garejea.
La flama	verd.
La popa	bala.
L scial	jola.
L tarz	dorm.

I CONSONANC STERSC Y I CONSONANC DËIBLI



Descrizon dl eserzize y postes didatiches:

Cie?	Capì la desfrënza de sonn danter n consonant sterch y n consonant dëibl
Can?	Do la teoria a plata 30-31 tl liber de gramatica
Chi?	Lëur de grupa
Co?	A mespies
Cun cie?	De plu placac (aldò dl numer dla grupes)
Ulà?	Te tlas o te n auter local dla scola

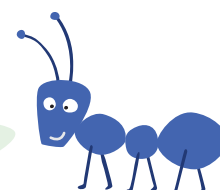
Vares dl eserzize:

1. MA scrij sun tofla chisc ejèmpli. La se trata de paroles te chèles che l vën trasfurmà l consonant sterch te n consonant dëibl:

col	gol
cola	gola
fil	vif
fin	vin
fier	viere
pula	bula
pela	bela
sciora	jola
troi	doi

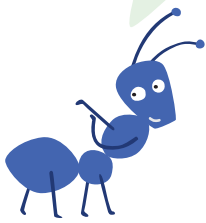
2. L vën fat de plu grupes. Uni grupa giapa n placat. SS muessa scrì su paroles aldò di ejèmpli scric sun tofla. MA dà dant l tèmپ. SS possa nce se nventé paroles che ne à degun senificat, coche per ejèmpl:

fosch	vosch
pez	bez
scial	jal
tos	dos





Dessënia la cësa!



tulpa



viere



piguel



mami



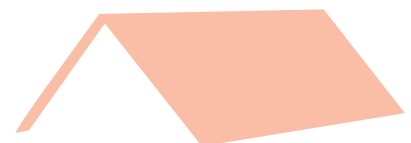
ierm



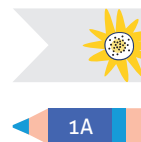
verzon



porta



tët



Descrizion dl eserzize y propostas didatiches:

Cie?	Capì cie che n inuem ie
Can?	Dan la teoria a plata 52 tl liber de gramatica
Chi?	Duta la tlas y lëur individuel
Co?	Mpe o tl cërtil
Cun cie?	Sfuei de lëur, scheda da taië ora cun l dessëni dla cësa ueta (cf. njonta a plata 57); chertes ora dl <i>Quaky</i> dla categoria <i>Te cësa</i>
Ulà?	Te tlas

Vares dl eserzize:

- 1. Ntroduzion:**
MA destënd a mespies l dessëni dla cësa ueta. SS giapa na cherta cun n dessëni dla categoria *Te cësa*, coche p.ej.: boza, cheder, cuna, copa, ghernea, liet, lum, mëisa, spiedl, usc. SS pastelnea la cësa njuntan la chertes tla drëta luegia dla cësa sun fonz.
- 2. Descuscion te tlas:**
Co ie pa fata na cësa?
Ce tòc/elemënc à pa na cësa?
Co ie pa fata mi cësa?

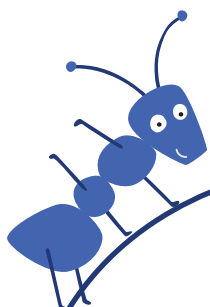
Tres chësta dumandes dij SS de plu inuemes.
MA scrij chisc inuemes sun tofla man man che i vën dant.
- 3. Plata de lëur:**
SS dessënia la cësa njuntan la pertes dessenedes sotca.
- 4. Passaje ala teoria:**
MA spliega che uni cossa, te chësc cajo uni pert dla cësa che SS à pià ite y dessenià, à n inuem.
- 5. Cuntlujion:**
Liejer la plata 52 tl liber de gramatica

Alternativa:

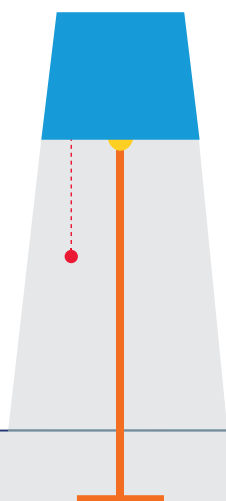
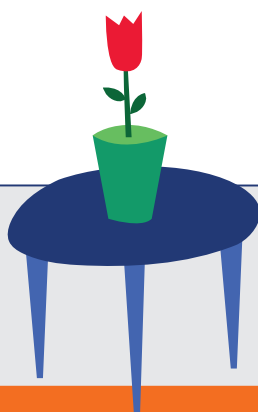
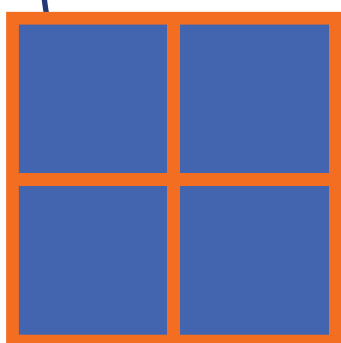
Sce l ie na gran tlas, possa MA partì ite SS te de plu grupes.
Ala fin posson cunfrunté la cëses danter ëiles.



Cunlieia la cossa
cun la drëta parola.



- viere
- mēisa
- fonz
- tulpa
- liet
- lum
- condla
- tapet



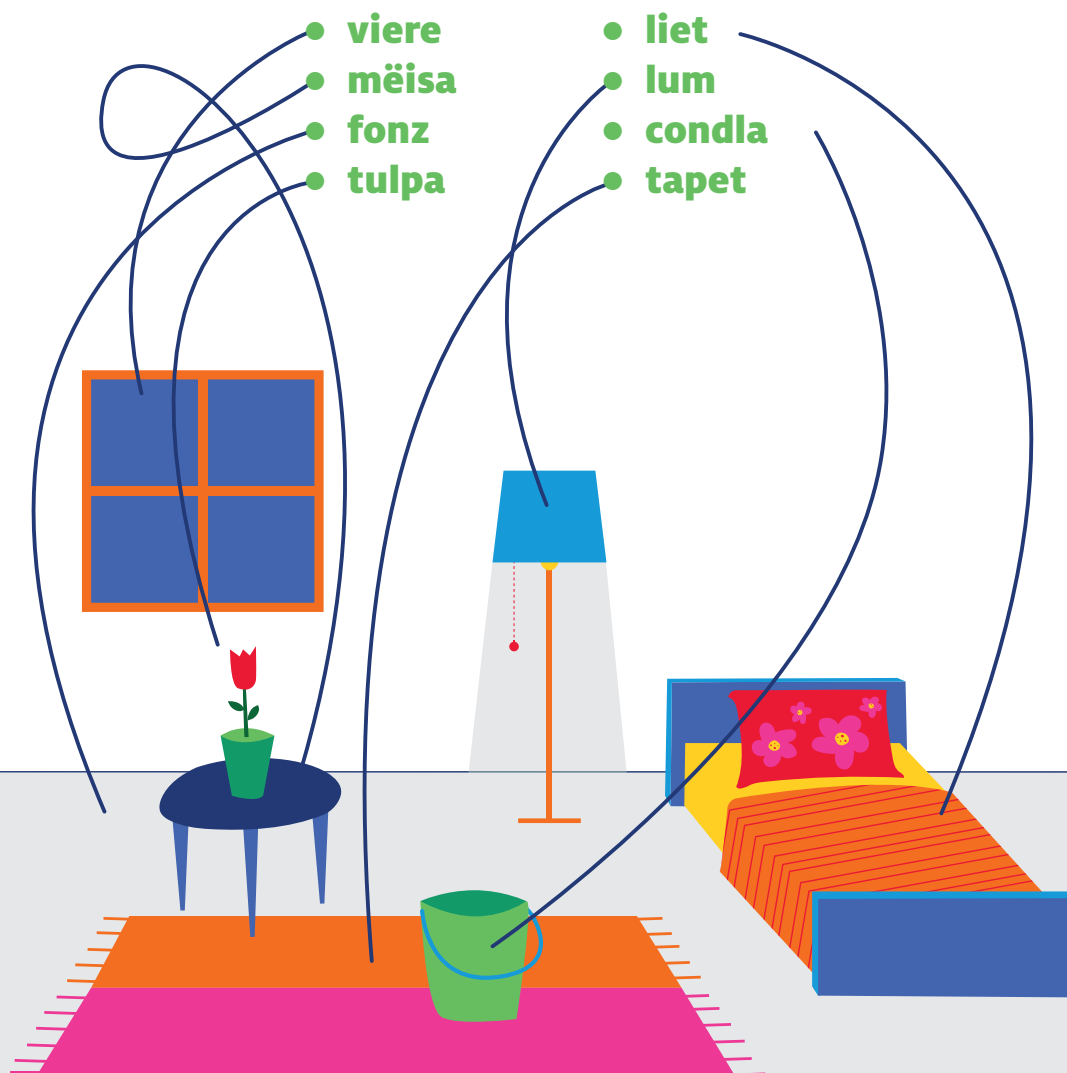
Descrizion dl eserzize y propostas didatiches:

Cie?	Capì che uni cossa à si inuem
Can?	Do la teoria a plata 52 tl liber de gramatica
Chi?	Lëur individuel o de pèr
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

SS liej y cunlieia la paroles cun la drëta cossa.

Soluzion:

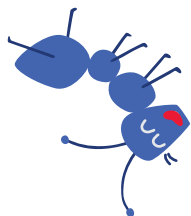


L INUEM



Cie mancel pa?

Damanda
ti cumpania/cumpani
y dessënia.



Cie es'a tl cadrel B1?



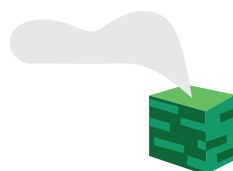
A

B

C

D

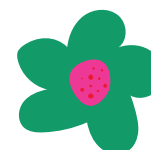
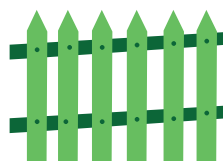
1



2



3



4





Cie es'a tl
cadrel A1?



A

B

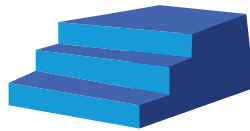
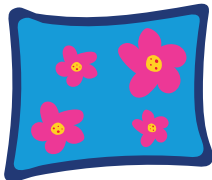
C

D

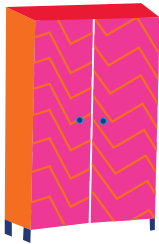
1



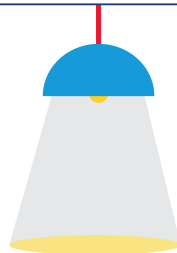
2



3



4





Descrizion dl eserzize y propostes didatiches:

- Cie?** Giaté ora tres l dialogh i inuemes dla cosses de cësa
- Can?** Do la teoria a plata 52 coche repetizion y aprofondimënt
- Chi?** Lëur de pèr
- Co?** Te banch o a mespies
- Cun cie?** Sfuei de lëur
- Ulà?** Te tlas

Vares dl eserzize:

1. S1 tol tla man la plata 1, S2 la plata 2.
2. SS mplenësc ora la tabela cun l aiut dla cumpania/dl cumpani, zënza ti cialé ala plata dl'otra/dl auter. S1 à la nfirmazions che ti mancia a S2 y l cuntre.
3. S1 damanda S2 do la nfirmazion che va de bujën, acioche S1 posse mplenì ora i cadrei uec, p.ej. S1: "Cie es' a tl cadrel B1?"; S2: "N tët." S1 dessënia l tët tl cadrel B1.
4. Daldò damanda S2 do na nfirmazion. Nscila vala inant damprovia, nchina che SS à mplenì ora la tabela.
5. Ala fin ti cëla SS ala tabeles y cunfrontea sce l ie bën i medemi dessënies ti cadrei.

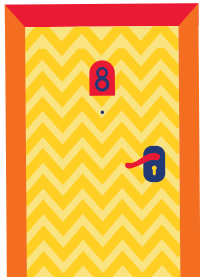
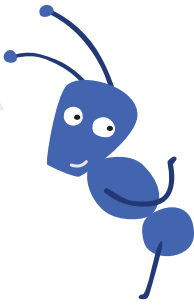
Soluzion:

	A	B	C	D
1				
2				
3				
4				

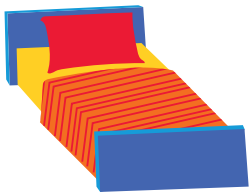
L INUEM



Scrì l inuem dla cossa tla trëi rujenedes:
ladin, talian, todësch.

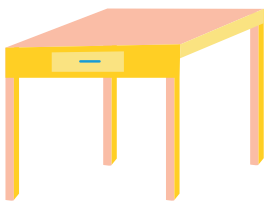


P	O	R	T	A		
P	O	R	T	A		
H	A	U	S	T	Ü	R

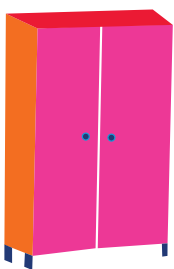


		T	T	
		T	T	

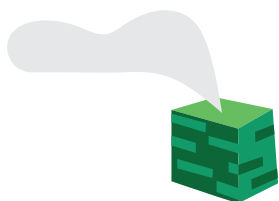
Ce paroles se semea pa?
Ce paroles ne se semea
pa nia?



	È			
		S	C	H

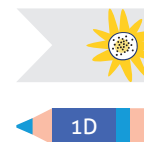


K		S	T		



C	I	A		
K				

Descrizion dl eserzize y propostas didatiches:



Cie?	Cunfrunté la rujenedes y udëi ora la semea y la desfrënzes danter la formes
Can?	Do la teoria a plata 52 coche repetizion y aprofondimënt
Chi?	Lëur individuel o de pèr
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

1. SS mplenësc ora i cadrei uec y scrij ite i inuemes dla cosses tla trëi rujenedes.
2. **Cunfront:** Te grupes o deberieda vëniel cunfruntà la paroles. N prova de giaté ora la semea y la desfrënzes danter la trëi rujenedes, tulan n cunscidrazion chësta dumandes:
 - Ce paroles se semea pa?
 - Ce tòch dla parola ie pa unfat?
 - Ce pustom ie pa unfat?
 - Ulà ie pa i pustoms dopli unfat?
 - Ce pustoms muda pa da na rujeneda al'otra?
 - Ce parola ie pa defin autramënter che l'otra doves?

Soluzion:

PORTA
PORTA
HAUSTÜR

Semea:
PORTA, PORTA ie unfat
Desfrënzes:
HAUSTÜR ie autramënter

LIET
LETTO
BETT

Semea:
-ET (**LIET**, **LETTO BETT**); -TT (**LETTO**, **BETT**)
Desfrënzes:
-IE > -E- (**LIET**, **LETTO**); -TO (**LETTO**); **BETT** ie autramënter.

MËISA
TAVOLO
TISCH

Semea:
T- (**TAVOLO**, **TISCH**)
Desfrënzes:
duta la paroles ie autramënter

CASTL
ARMADIO
KASTEN

Semea:
-AST- (**CASTL**, **KASTEN**); l sonn K (**CASTL**, **KASTEN**)
Desfrënzes:
C- > K- ; -L, -EN (**CASTL**, **KASTEN**); **ARMADIO** ie autramënter

CIAMIN
CAMINO
KAMIN

Semea:
-AMIN- (**CIAMIN**, **CAMINO**, **KAMIN**); le sonn K (**CAMINO**, **KAMIN**)
Desfrënzes:
CI- > C- ; K- (**CIAMIN**, **CAMINO**, **KAMIN**); -O (**CAMINO**)

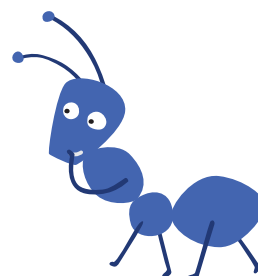


Descrizion dl eserzize y propostas didatiches:

Cie?	Capì cie che n articul ie
Can?	Dan la teoria a plata 68 tl liber de gramatica
Chi?	Te grupes o duta la clas
Co?	Mpe
Cun cie?	Cin cèrtli, scheda da taië ora cun i articuli (njonta a plata 58)
Ulà?	Te clas o te porte

Vares dl eserzize:

- 1. Ntroduzion:**
MA destënd ora a mespies cin cèrtli.
Te uni cèrtl vèniel metù na plata cun n articul scrit lessù:
LA – L – I – NA – N
- 2. Juech:**
MA mostra na pert dl corp y dij l inuem de chësta pert.
SS muessa scuté su y jì ite tl cèrtl cun l articul che acumpanieia chësc inuem.
Pej.: MA: "Dëit!" SS va tl cèrtl cun l articul **L** o **N**.
Nscila vëij SS che l possa nce vester doi pusciblteies.
MA: "Mans!" SS va tl cèrtl cun l articul **LA**, y n.i.
MA muessa cialé de fé ejèmpli a na maniera che l vènie trat ite duc i articuli scric su.
L fossa ideél fé trëi ejèmpli per uni articul.
- 3. Passaje ala teoria:**
Deberieda vën sëura SS che chëstes ie paroles che ne possa nia sté da sëules, ma che les acumpanieia for n inuem.
- 4. Cuntlujion:**
Liejer la plata 68 tl liber de gramatica



L ARTICUL

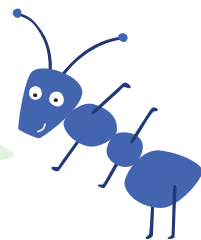


MI CORP

Cëleti ai dessënies y dî si inuem.

Ce articul acumpanieia pa chësta pertes dl corp?

Scrì la parola cun l articul tl drë cadrel.

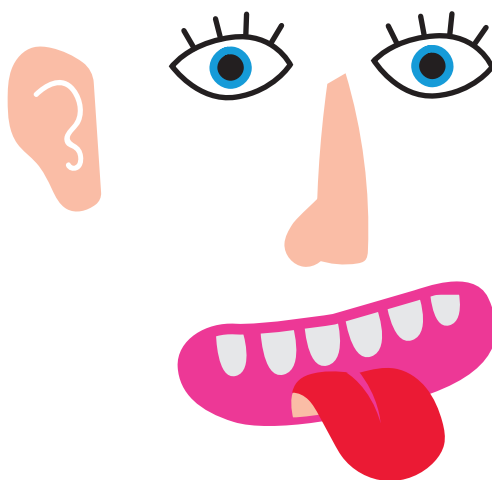
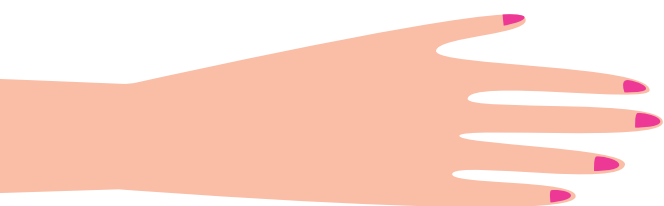
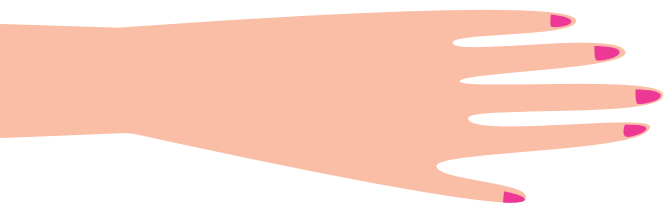


la

la

l

i





Descrizion dl eserzize y propostas didatiches:

Cie?	Capì ciun che ie l drë articul pra chisc inuemes
Can?	Do la teoria a plata 68 tl liber de gramatica
Chi?	Lëur de grupa, individuel o de pèr
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

1. Deberieda vëniel numinà la pertes dl corp per garanti che SS cunësce i inuemes per ladin.
2. SS scrij i inuemes di dessënies cun l articul tl drë cadrel.

Soluzion:

la	la	l	i
la lënga	la ondles	l nés	i uedli
la urëdla	la mans	l col	i dënz



mans



ondles

urëdla



uedli

nés

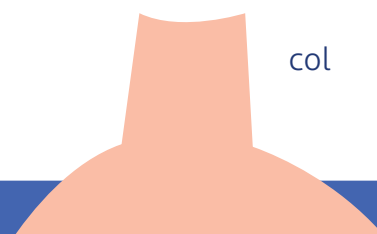


dënz



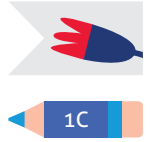
lënga

col

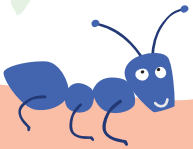


L ARTICUL

- _____ braces
- _____ braccia
- _____ Arme



Liej la paroles!
Scrì dan l inuem
l drè articul!



- _____ piesc
- _____ piedi
- _____ Füße

- _____ nés
- _____ naso
- _____ Nase

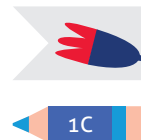
- _____ lënga
- _____ lingua
- _____ Zunge

- _____ col
- _____ collo
- _____ Hals

- _____ dëic
- _____ dita
- _____ Finger

- _____ mans
- _____ mani
- _____ Hände

Pra ciuna paroles
resta pa l articul unfat
tla trèi rujenedes y
pra ciuna paroles
mudel pa?



Descrizion dl eserzize y propostas didatiches:

Cie?	Capì che l ie nce articuli tl talian y tl tudësch y che chisc possa mudé da na rujeneda al'otra
Can?	Do la teoria coche repetizion y aprofondimënt
Chi?	Lëur individuel o de pèr
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

1. SS mplenësc ora la tabela.
2. **Cunfront:**
MA possa cumenté la formes che se semea (p.ej. la lënga, la lingua, die Zunge y n.i.)

Soluzion:

ladin	italiano	Deutsch
i braces	le braccia	die Arme
i piesc	i piedi	die Füße
l nés	il naso	die Nase
i dëic	le dita	die Finger
la lënga	la lingua	die Zunge
la mans	le mani	die Hände
l col	il collo	der Hals



Descrizion dl eserzize y propostes didatiches:

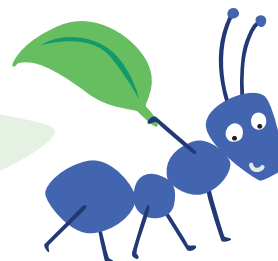
Cie?	Capì cie che n agetif ie
Can?	Dan la teoria a plata 78 tl liber de gramatica
Chi?	Duta la tlas
Co?	Te banch o mpe
Cun cie?	---
Ulà?	Te tlas

Vares dl eserzize:

- 1. Juech:**
Zënza dé vel' indicazion danora chier MA ora na/n S cun guant particuler y fej jì ora S dan usc.
L usc resta daviert, ma S ne se lascia nia udëi.
- 2.**
MA fej de plu dumandes n cont de S che ie dan usc, coche p.ej.: "Savëis'a coche xxx cëla ora ncuei?
Ce guant ala/al pa sëura? Co ala/al pa i ciavëi?
La belijia? Y n.i.
La dumandes y i mpulsc de MA vën fac a na maniera che SS respunde cun truep agetifs.
- 3.**
MA scrij i agetifs sun tofla man man che i vën dant.
- 4.**
Ala fin vën S te tlas y deberieda vëniel cuntrolà cie che l ie unì dit drët o fauz.
- 5. Passaje ala teoria:**
MA prova a splighé l agetif cun l aiut de chësta dumandes:
Ce paroles iel pa unì scrit sun tofla?
Cie dij pa chësta paroles?
Co ti dijen pa a chësta paroles?
- 6. Cuntlujion:**
Liejor la plata 78 tl liber de gramatica

Alternativa:

Sce n uel fé l juech de plu iedesc, fej MA jì ora doi SS, nscila ne pierd l juech nia la tenscion.

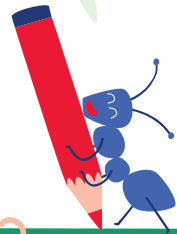


L AGETIF

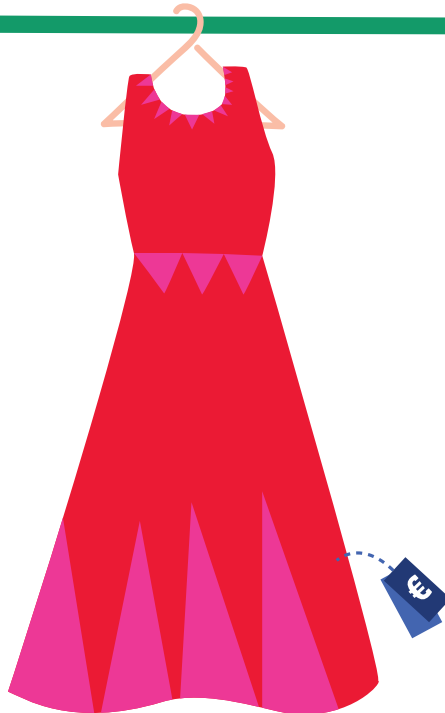


- grossa
- curta
- nuef
- fina
- aut
- mol

Cunlieia l dessëni
cun l drë agetif.



l mantel

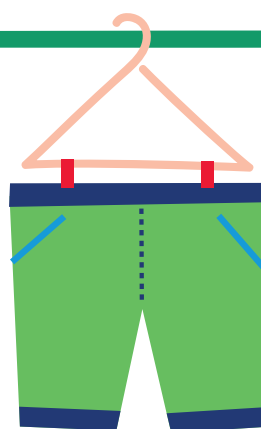
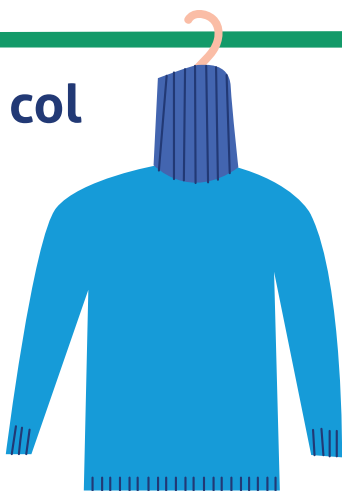


l guant



la joca

l col



la brea



la malieta



Descrizion dl eserzize y propostas didatiches:

Cie?	Capì aldò dl dessèni ce agetif che descrij l inuem
Can?	Do la teoria a plata 78 tl liber de gramatica
Chi?	Lèur individuel o de pèr
Co?	Te banch
Cun cie?	Sfuei de lèur
Ulà?	Te tlas

Vares dl eserzize:

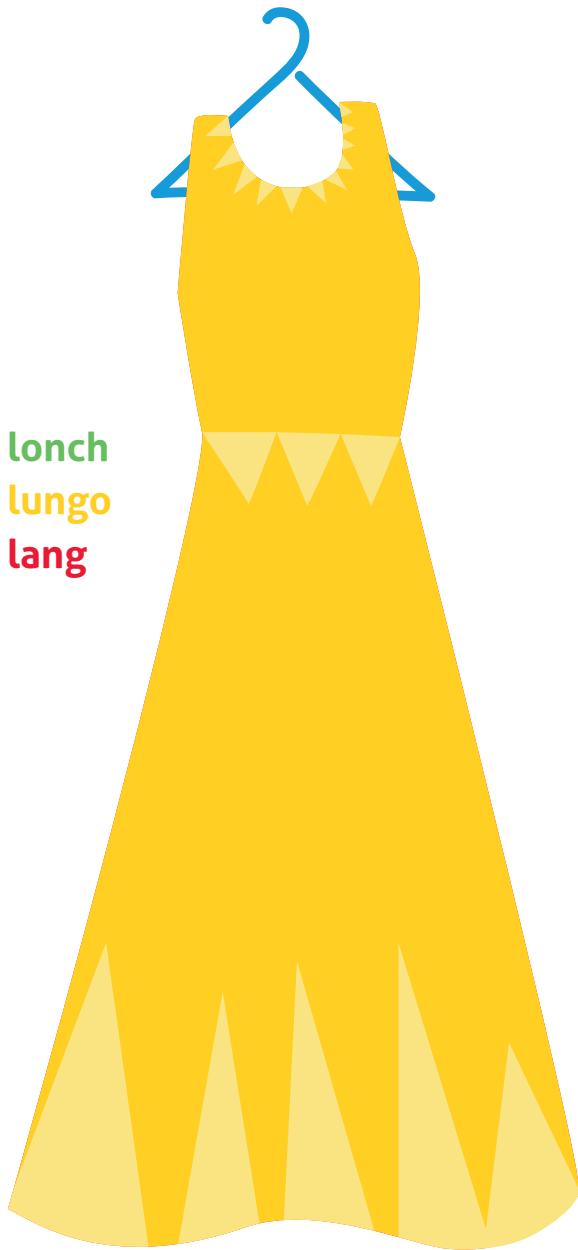
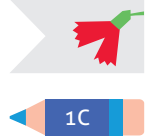
SS liej y cunlieia i inuemes cun l drè agetif.

Soluzion:

la brea curta
la joca grossa
l mantel mol
la malieta fina
l guant nuef
l col aut

L AGETIF

Ncertlea i agetifs
che se semea.



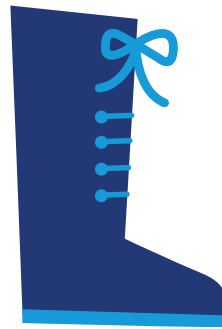
lonch
lungo
lang



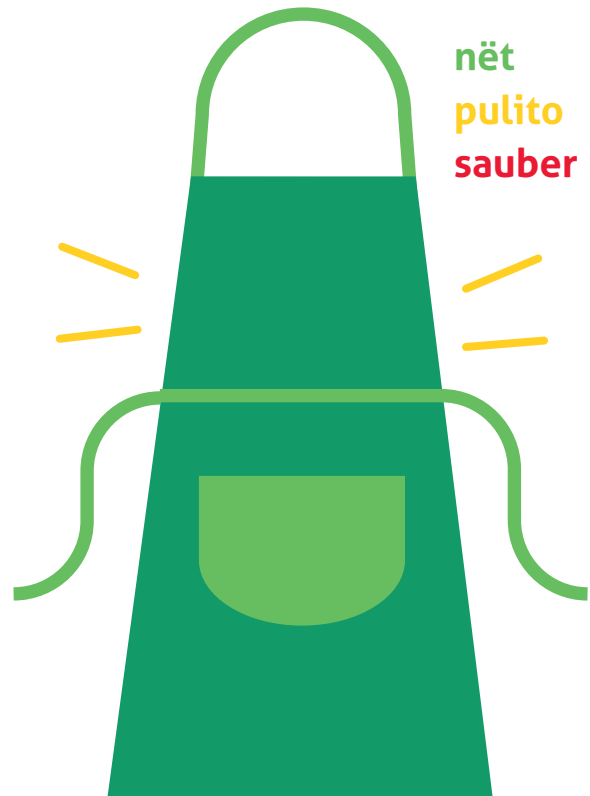
ciaut
caldo
warm



frëit
freddo
kalt



aut
alto
hoch



nët
pulito
sauber



vedl
vecchio
alt

**Descrizion dl eserzize y propostas didatiches:**

Cie?	Cunfrunté la rujenedes y udëi ora la semea y la desfrënzes danter la formes
Can?	Do la teoria a plata 78 coche repetizion y aprofondimënt
Chi?	Lëur individuel, de pèr, te grupes o duta la tlas
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

1. SS ncertlea la formes che se semea.
2. **Cunfront:** Te grupes o deberieda vëniel cunfruntà la paroles. N prova de giaté ora la semea y la desfrënzes danter la trëi rujenedes, tulan n cunscidrazion chësta dumandes:
 - Ce paroles se semea pa?
 - Ce tòch dla parola ie pa unfat?
 - Ce pustom ie pa unfat?
 - Ulà ie pa i pustoms dopli unfat?
 - Ce pustom muda pa da na rujeneda al'otra?
 - Ce parola ie pa defin autramënter che l'otra doves?

Soluzion:

LONCH Semea: L-, -N- (**LONCH**, **LUNGO**, **LANG**); -NG- (**LUNGO**, **LANG**)
LUNGO Desfrënzes: -O-, -U-, -A- (**LONCH**, **LUNGO**, **LANG**);
LANG -CH, -GO, -G (**LONCH**, **LUNGO**, **LANG**)

NËT Semea: degunes
PULITO Desfrënzes:
SAUBER duc i agetifs ie autramënter

AUT Semea: A-, -T (**AUT**, **ALTO**)
ALTO Desfrënzes: -U-, -L- (**AUT**, **ALTO**); -O (**ALTO**)
HOCH HOCH ie autramënter

FRËIT Semea: FR- (**FRËIT**, **FREDDO**)
FREDDO Desfrënzes: -ËIT, -EDDO (**FRËIT**, **FREDDO**)
KALT KALT ie autramënter; da no se falé cun CALDO talian

CIAUT Semea: -A- (**CIAUT**, **CALDO**)
CALDO Desfrënzes: CI->C-; -T->-DO (**CIAUT**, **CALDO**); -UT, -LDO (**CIAUT**, **CALDO**)
WARM WARM ie autramënter; da no se falé cun KALT tudësch

VEDL Semea: VE- (**VEDL**, **VECCHIO**)
VECCHIO Desfrënzes: -DL, -CCHIO (**VEDL**, **VECCHIO**)
ALT ALT ie autramënter; da no se falé cun ALTO talian.

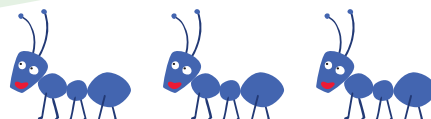


Descrizon dl eserzize y propostas didatiches:

Cie?	Capì cie che n pronom ie
Can?	Dan teoria a plata 96 tl liber de gramatica
Chi?	Duta la tlas
Co?	Tl cèrtl
Cun cie?	Scheda da taië ora cun i pronom (cf. njonta a plata 59)
Ulà?	Te tlas o te n auter local dla scola

Vares dl eserzize:

- 1. Ntroduzion:**
SS ie tl cèrtl. MA mèt a mesa l cèrtl la cin plates cun i pronom:
TE – LA – L – LES – I
- 2. Juech:**
MA fej de plu dumandes, coche p.ej:
 - Chi ie pa unì ncuei a pe a scola?
 - Chi à pa na brea cuccena, y n.i. ados?
 - Chi à pa l inuem che mèt man cun A, y n.i.?
 - Chi maia pa gën pasta, y n.i.?
 - Chi à pa n genitor talian/tudësch y n.i.?
 - Chi à pa l pere che fej l moler, y n.i.?
 - Chi à pa na sor/n fra?
 - Y n.i.Do uni dumanda va SS che respuend ala dumanda a mesa l cèrtl. Canche SS ie tl cèrtl dij MA: "Cialëditi ala paroles scrites sun la plates. Ce parola adurvëis'a per dî che vo sëis unides/unic ncuei a pe a scola?". SS ne tol su deguna plata, ajache i ne adrova degun pronom te chësc cajo. MA damanda nce l rest de SS: "Ce parola adurvëis'a vo per dî che ëiles/ëi ie unides/unic ncuei a pe a scola?" Aldò dl numer y dl sés de SS a mesa l cèrtl y aldò dl pont de ududa di altri SS, possa SS tò su la plates cun i pronom **TE, LA, L, LES** o **I** (o nce degun pronom, sce SS miena NËUS y VO) y respuender cun na frasa ntiera: "Te ies unida/unì ncuei a pe a scola." MA fej la dumandes a na maniera che l vënie dant sibe duc i pronom sun la plates coche nce i caji zënza pronom.
- 3. Passaje ala teoria:**
Deberieda vën sëura SS che i pronom adurvei tl juech sta mpede l inuem de si cumpanies de tlas.
- 4. Cuntlujion:**
Liejer la plata 96 tl liber de gramatica



L PRONOM



1B

Ciun de chisc pronoms
toça pa mpede l dessëni?

1.  _____ ie grandes.

2.  _____ sona.

3.  _____ ie vërt.

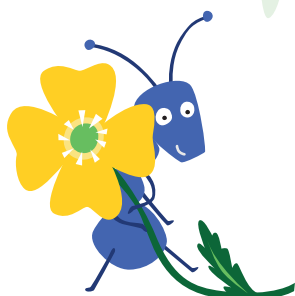
4.  _____ ie tistleri.

5.  _____ ie surans.

6.  _____ bales.

7.  _____ toma.

Scrì l pronom ti cadrei
dessot y l unirà ora n
inuem ti cadrei vërc!



LES
LA
TE
I
LA
L

1.			
2.			
3.			
4.			
5.			
6.			
7.			



Descrizon dl eserzize y postes didatiches:

Ci?	Capì ce pronom che toca mpede l inuem
Can?	Do la teoria a plata 96 tl liber de gramatica
Che?	Lëur individuel o de pèr
Co?	Te banch
Cun ci?	Sfuei de lëur
Olá?	Te tlas

Vares dl eserzize:

1. SS scrij mpede l dessèni l drë pronom.
2. SS scrij mo n iede l pronom tla paroles ncrujedes. Ti cadrei vërc vëniel ora l inuem SALIETA.

Soluzion:

1.	L	E	S
2.	L	A	
3.		L	
4.		I	
5.	L	E	S
6.		T	E
7.	L	A	

L PRONOM

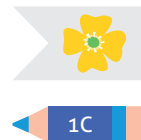


Taia ora la chertes dessot y fé memory cun ti cumpania/cumpani. Ce cherta toca pa pra ciun dessëni? Liej dant l pensier!



TE	LA	L
LES	I	

 <p>portes</p>	 <p>brieia</p>	 <p>mord</p>
 <p>sona</p>	 <p>toma</p>	



Descrizion dl eserzize y propostes didatiches:

Cie?	Capì che l pronom sta mpede l dessèni
Can?	Do la teoria a plata 96 coche repetizion y aprofondimënt
Chi?	Lëur de pèr o de grupa
Co?	Te banch o a mespies
Cun cie?	Sfuei de lëur, memory taià ora
Ulá?	Te tlas

Vares dl eserzize:

- 1. Juech:**
SS taia ora la chertes sun la plata de lëur y les mèt sun mèisa te doi grupes: na grupa di pronom y na grupa di dessënies cun l'azion.
- 2.** S raida ntëur n iede na cherta ora dla grupa di pronom y pona na cherta ora dla grupa di dessënies cun l'azion. Sce S raida ntëur la chertes che toca adum, liej S dant cie che l ie scrit lessù. La chertes vën metudes da na pert y l juech va inant, nchina che l ie unì giatà uni forma.
- 3.** SS taca la chertes te drë orden te sfuei.

Soluzion:

Te portes.
La mord.
L sona.
Les toma.
I brieia.

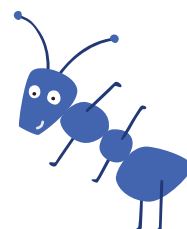


Descrizion dl eserzize y propostes didatiches:

Cie?	Capì cie che n verb ie y ciuna che ie la desfrënza danter n'azion y na cossa
Can?	Dan la teoria a plata 108 tl liber de gramatica
Chi?	Te grupes o duta la tlas
Co?	Te banch, mpe o tl cërtil
Cun cie?	Zedules; chertes ora dl <i>Quaky</i> dla categoria <i>Te cësa</i>
Ulà?	Te tlas

Vares dl eserzize:

- 1. Ntroduzion:**
MA njinia ca de plu zedules (aldò dl numer de SS) cun n verb scrit lessù:
CIANTÉ – TAIË – BATER – BEVER – DURMÌ ...
- 2. Juech:**
SS giata na zedula y muessa fé do l'azion scritta lessù.
L rest dla tlas muessa ndeviné l verb.
- 3. Passaje ala teoria:**
Do l juech domanda MA:
"Ce desfrënza iel pa danter cie che ëis fat y na cossa, coche danter:
CIANTÉ y CIANTIA
TAIË y CURTEL
BATER y MANS
BEVER y GOT
DURMÌ y LIET
Canche MA dij l inuem vëniel mustrà la cherta cun l dessëni lessù.
Deberieda vën sëura SS che BATER, BEVER y n.i. ie azions, chël uel dì velch che n fej, MANS, GOT y n.i. ie cosses, chël uel dì velch che n possa udëi y pië ite.
- 4. Cuntlujion:**
Liejor la plata 108 tl liber de gramatica





Ce blòta poejia!
Fé do la azions che vèn dant!

Sun plaza possi **sauté**,
tl gran mer possi ie **nudé**.

Surëdl possi **udëi**
y datrai possel bën **pluvëi**.

l ueves da Pasca possi **ntënjer**,
l dessëni possi bën **depënjer**.

Cun mi cumpanies possi me la **rì**
y te liet possi pona **durmì**.





Descrizion dl eserzize y propostas didatiches:

Cie?	Recunëscer i verbs y capì che i dà dant n'azion
Can?	Do la teoria a plata 96 tl liber de gramatica
Chi?	Te grupes o duta la clas
Co?	Tl cèrtl
Cun cie?	Poejia tl sfuei de lëur
Ulà?	Te clas

Vares dl eserzize:

1. MA liej la poejia rissa per rissa.
2. SS fej do i muvimënc dl'azions man man che les vën dant. Dal mumënt che la ne va nia de fé do la cosses, recunësc SS i verbs y l'azions.
3. Per memorisé la formes verbeles possa MA nce ti fé mparé la poejia a SS adamënz.

Soluzion:

Sun plaza possi **sauté**,

tl gran mer possi ie **nudé**.

Surëdl possi **udëi**

y datrai possel bën **pluvëi**.

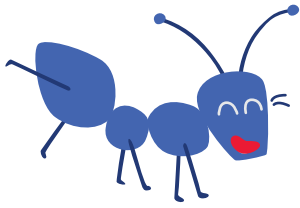
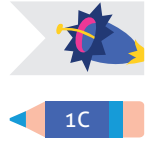
I ueves da Pasca possi **ntënjer**,

l dessëni possi bën **depënjer**.

Cun mi cumpanies possi me la **rì**

y te liet possi pona **durmi**.

L VERB



Co dijen pa tl'otra rujenedes?

ladin

talian

Tudäsch

formare

formen

praté

arrostire

sauté

laufen

potere

können

méter

mettere

durmì

schlafen





Descrizion dl eserzize y propostes didatiches:

Cie?	Capì che uni rujeneda à verbs y che i à te uni rujeneda na si forma
Can?	Do la teoria a plata 96 coche repetizion y aprofondimënt
Chi?	Lëur individuel o de pères
Co?	Te banch
Cun cie?	Sfuei de lëur
Ulà?	Te tlas

Vares dl eserzize:

1. SS scrij ora tl'otra rujenedes la formes che mancia.
2. **Cunfront:**
MA possa cumenté la formes che se semea (p.ej. *furmé, formare, formen; mëter, mettere; praté, braten*) o la formes che ie plu desfrëntes (p.ej. *sauté, correre, laufen; praté, arrostire*).

Soluzion:

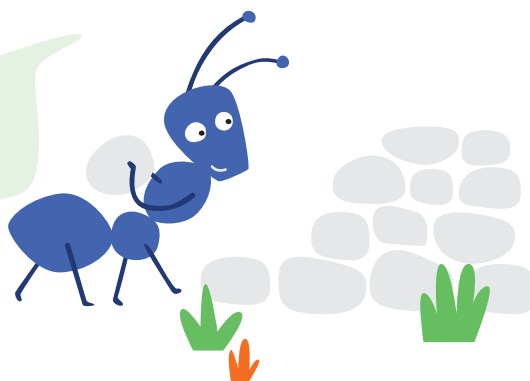
furmé	formare	formen
praté	arrostire	braten
sauté	correre	laufen
pudëi	potere	können
mëter	mettere	legen
durmì	dormire	schlafen



REPETIZIONE

REPETIZION

Mët adum la frases
y scriles.



toma.

nëif

La

La nëif...

nene

la

L

pipa.

fuma

curta

la

mola.

ie

brea

rosa.

cueie

negula

ne

la

a

jun

jadiné.

Descrizion dl eserzize y postes didatiches:

Cie?	Recunëscer la strutura dla frasa y la posizion dla paroles
Can?	Coche repetizion finela
Chi?	Lëur de grupa o individuel
Co?	Te banch
Cun ci?	Sfuei de lëur
Olá?	Te tlas

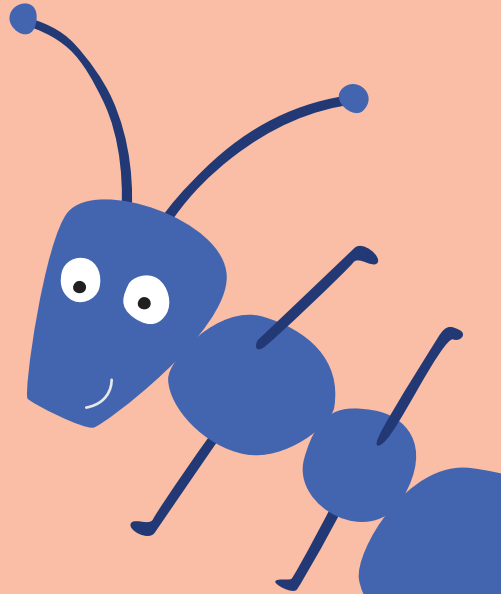
Vares dl eserzize:

1. SS mët adum na frasa cun la paroles dedes dant ti sasc dl mur.
2. SS scrij dlongia la frasa.

Soluzion:

La nëif toma.
L nene fuma la pipa.
La brea curta ie mola.
La cuei na negula rosa.
Jon a jadiné.

PROPOSTES DE CUNTROL

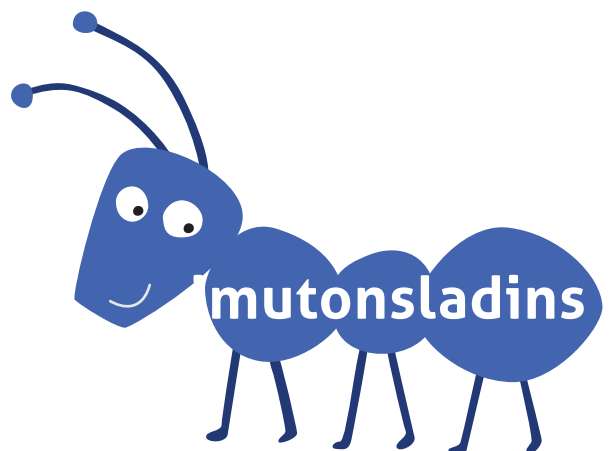
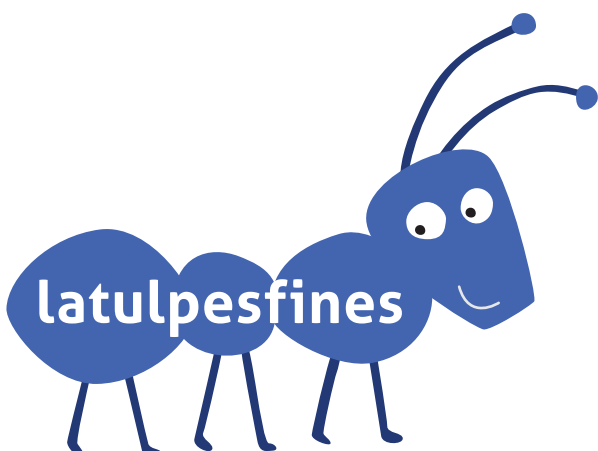
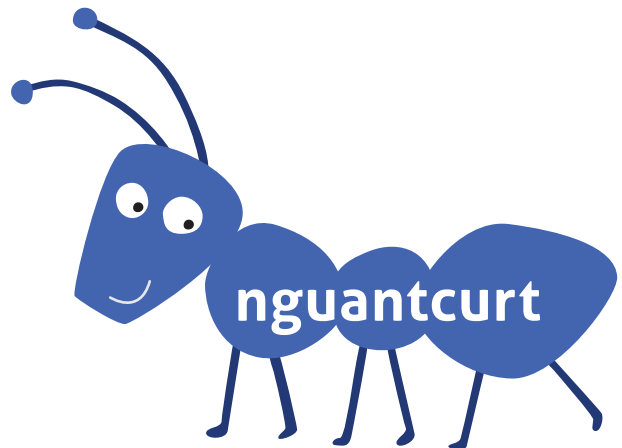
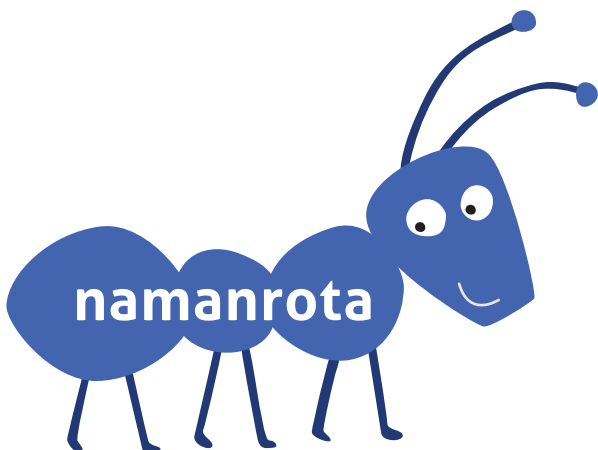
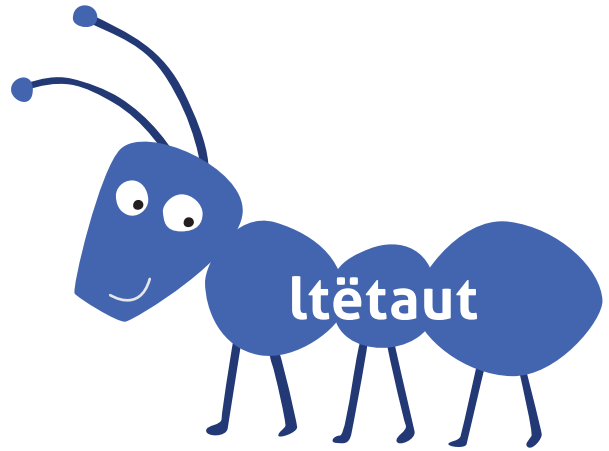
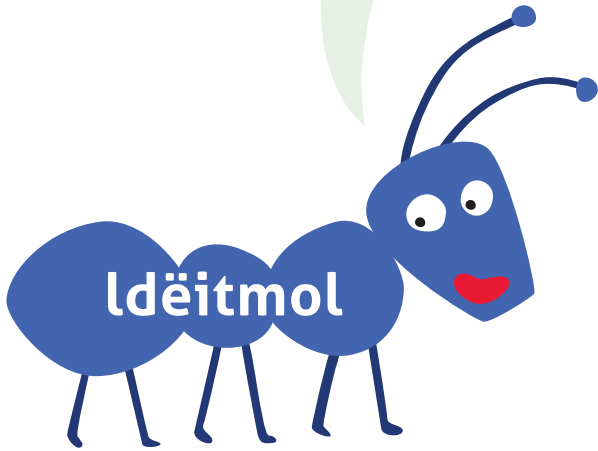


TEST 1

Inuem: _____

Data: _____

Partësc su la
furmies te paroles.
Scrì dessot.



Soluzion:

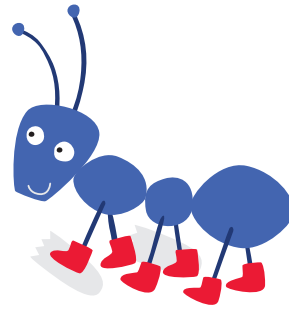
l dèit mol
l tèt aut
na man rota
n guant curt
la tulpes fines
i mutons ladins

TEST 2

Inuem: _____

Data: _____

Ce paroles scuend
pa la piedies?
Scriles ite.



taia la tœurta.

la vidula.

mord la banana.

l radio.

tofes l fum.

Les _____ te hotel.

Te _____ cun la corda.



Les

suonon

L

audiëis

soutes

Te

La

Soluzion:

L/La taia la tœurta.

Sunon la vidula.

L/La mord la banana.

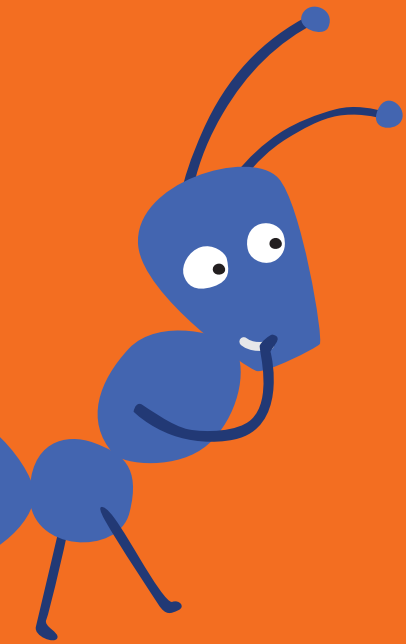
Audiëis l radio.

Te tofes l fum.

Les dorm te hotel.

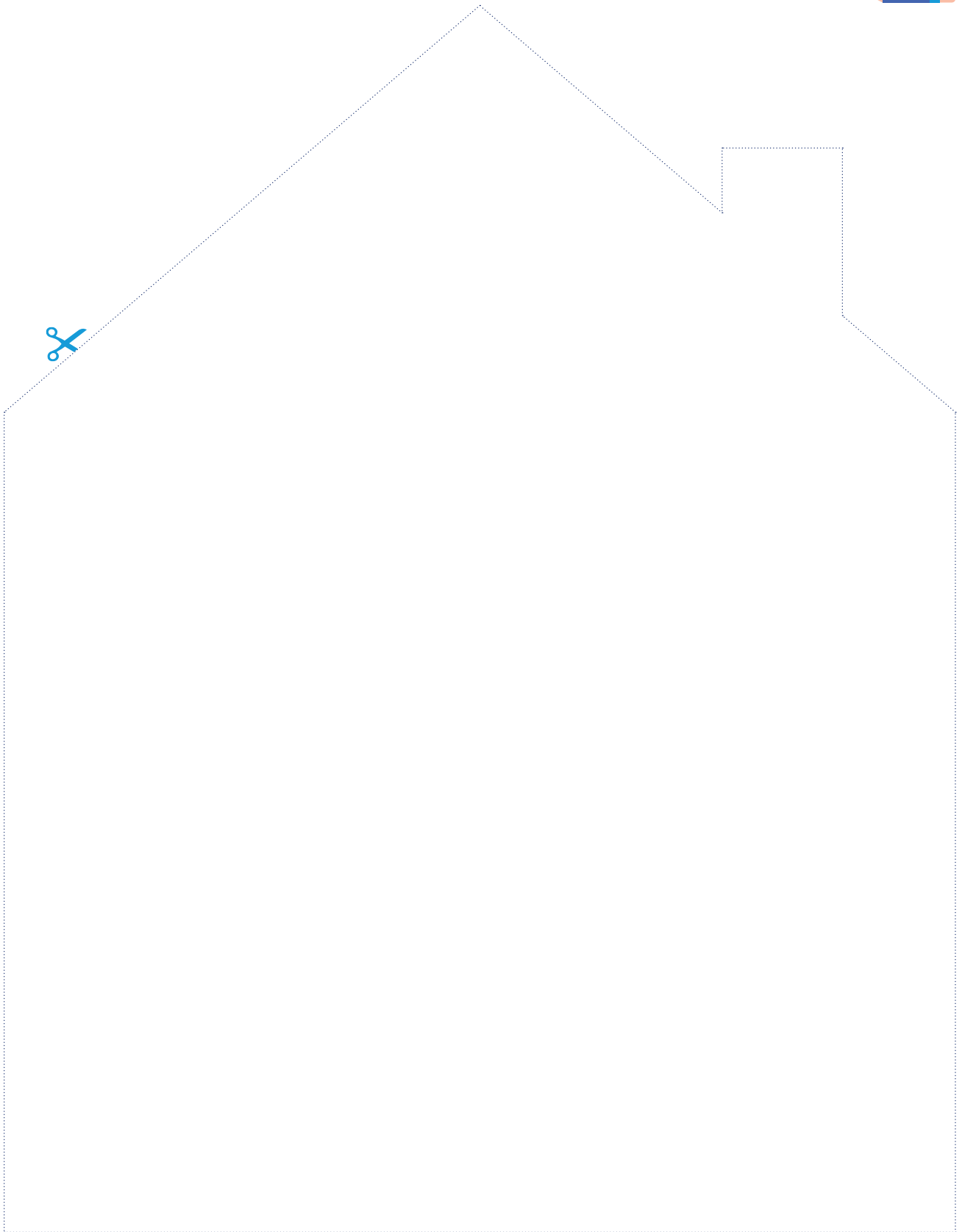
Te **sautes** cun la corda.

NJONTES



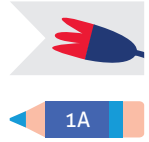
Njonta e serzize

L INUEM



Njonta eserzize

L ARTICUL



la

l

i

na

n



te

l

la

les

i

