

Unit 2 – Di dov'è?

Activities

- Ⓟ 2.1 Talking about nationality pages 16–17
- Ⓞ 2.2 Getting to know people pages 16–19
- Ⓒ 2.3 Exchanging telephone numbers page 19

2.1	Objectives Familiarisation with masculine/feminine endings and extension of vocabulary.
	Materials None

1. Select at least a dozen names of major towns and cities from different countries, display them in front of the group and use to practise pronunciation and to extend vocabulary.
2. Learners each choose one of the towns as their home town and write it down without revealing it.
3. In pairs, Partner A has to guess Partner B's nationality (according to the town chosen), then roles are reversed.

Conversations start with **Lei è .../Tu sei ... + a nationality?**. Demonstrate how they might develop with the following, reminding learners of the importance of correct **-o/-a** endings.

Lei è tedesco/a?

No, non sono tedesco/a.

Di dov'è?

Ah ... lei è spagnolo/a!

Sì, sono spagnolo/a.

Tu sei tedesco/a?

Sì – sono di Francoforte.

Sono di Barcellona.

4. Learners circulate to find the nationality of three other people then report their findings back to their original partner, e.g. **John è francese, di Parigi**. Alternatively, each learner can be asked to give the nationality and home town of their original partner to the whole group.

2.2	Objectives Practising questions relating to nationality and occupation, reinforcing gender endings.
	Materials Sets of role cards (provided), photocopied onto card. (You may prefer to make your own role cards to include occupations particularly relevant to your class.)
	Preparations Photocopy a set of role cards per group of four. The activity also works with three or five people.

1. Divide the class into groups and give each learner a role card. Ask them to assume that role and to imagine they are in a queue at a bus stop, the bus is late and they start chatting.
2. Allow a few minutes' preparation time to think of questions they might ask.
3. As they start talking, encourage them to greet each other, to use **Scusi?** and to say goodbye.
4. A potential follow-up activity could be to ask them to write down a profile of their own 'identity' as on page 20 and/or the 'identity' of one of the others in the group in the third person.

2.3	Objectives Using the numbers 0 to 10. Assisting group dynamics.
	Materials None. With a large class this activity can be done in groups of five or six instead of the whole class and the check reduced to one or two per group.

1. In pairs, learners prepare for the activity by practising the numbers. A shows a number using his/her hands and B says the number as quickly as possible. Repeat ten times then change roles.
2. Highlight the question **Qual è il tuo/suo numero di telefono?**

3. Ask learners to compile a list of everyone's telephone numbers. Announce that anyone who prefers not to circulate their number should simply invent one. Encourage them to repeat the question each time, prefaced by **Scusi** and a name, and to say **Grazie** when they have the number. If necessary, the number can be repeated for confirmation.
4. Check the numbers are correct by asking each learner for his/her number and writing it on the board.