

Unit 3 – Questo è Paolo

Activity

- Ⓒ 3.1 Talking about families pages 24–25
- Ⓖ 3.2 Introducing people in small groups pages 24–27
- ⒫ 3.3 Using numbers page 26

3.1	Objectives Practising sei/è?/sono and hai/ha?/ho , and reinforcing adjectival agreement.
	Materials One card for each learner (provided), ensuring two of each category in circulation.

1. Introduce new vocabulary (**vedovo/a**) and remind learners of the need for agreement.
2. Give one card to each learner and ask them to find someone with the same marital status and the same number of children by asking the following questions (**tu** or **lei** as preferred):

Sei sposato? È sposata? and Ha(i) figli?

Answers must be in full:

Sì, sono sposata or **No, non sono sposato, sono vedovo.**

Sì, ho una figlia or **No, non ho figli.**

3.2	Objectives Exchanging information about families thus reinforcing good group relationships.
	Materials Family photographs, which learners are asked at the end of the previous class to bring in.

1. Introduce some extension vocabulary, e.g. **nipote, suocera, figliastro.**
2. In twos, threes or fours learners talk about the photographs they have brought in (as suggested on page 30). They should be encouraged to ask each other questions using **tuo/suo**, e.g. **Che lavoro fa tuo fratello? Quanti anni ha sua figlia?**

3. While the activity is taking place, this is an excellent opportunity to extend vocabulary relating to professions/occupations as they are needed and to encourage learners to build up their own vocabulary.

3.3	Objective Number practice 0–100. It is not suggested that all these activities are used one after the other. Numbers need constant revision and these activities are useful 'fillers'.
	Materials Dice, lottery tickets, grids etc. (not provided).

1. Ask learners to select six lottery numbers between one and 49. Call out seven random numbers which they check off against their 'lottery tickets' then ask learners to tell the person next to them which numbers they had chosen (given the odds, no-one is likely to win!).
2. In pairs learners throw two dice and say the number formed by the two numbers thrown, e.g. **quattro** and **sei** give **quaranta sei** and **sessanta quattro**.
3. Learners each write a list of ten numbers between 10 and 99 in figures. Working with a partner, they read their list out and their partner notes them down in figures. They then change roles. Finally the two sets of lists are compared and any discrepancies sorted out.
4. In groups of five or six, learners play bingo. Each draws a grid 4 x 3 and fills with random numbers between 1 and 100. One student per group calls out numbers which the others cross off their grid as they hear them.