# Reading and responding activity

## Activity 1

Read the email below and then answer the questions that follow.

*Cara Lucia,*

*Come stai? Sono qui a Roma da un mese e finalmente riesco a organizzare la mia settimana. Di solito mi alzo verso le sette. Faccio colazione in un caffè vicino al mio nuovo appartamento. Fortunatamente il mio ufficio è abbastanza vicino, quindi arrivo al lavoro alle otto e mezza. I nuovi colleghi sono simpatici e mi piace molto il lavoro. Pranzo in un bar qui vicino all’una e mezza. Dopo il lavoro torno a casa e mi riposo un po’ prima di preparare la cena. Di solito leggo un libro, o guardo la TV per un’ora al massimo. Poi ceno, faccio la doccia e mi preparo per andare a letto verso le ventidue. Presto, eh! Il fine settimana mi alzo più tardi, verso le nove. Prima faccio una bella colazione con pane, marmellata e caffè. Poi faccio la doccia e prendo il treno per andare al mercato. Mi piace moltissimo comprare da mangiare lì perché tutto è fresco e non costa tanto. Il pomeriggio sono libero e mi piace passeggiare per le strade di Roma. Però, se fa brutto tempo, vado al cinema.*

*Quindi, qui tutto bene. E tu? Come va? Scrivimi presto con le tue novità.*

*Ti abbraccio,*

*Antonio*

1. Circle any new or unfamiliar words in the text.
2. Write the new or unfamiliar words in the space below and work out what they mean based on the context.

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## Activity 2

Answer the questions below in English.

1. Why is Antonio writing this email?

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1. Where does Antonio have lunch?

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1. What does Antonio do after work?

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1. Why does Antonio like to go to the market?

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1. How would you describe Antonio’s adjustment to his new life in Rome? Give details from the text.

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## Activity 3

Imagine you are Lucia. Write an email response to Antonio outlining your daily routine.

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## For the teacher

Remove this section before sharing this resource with students.

This text includes vocabulary which is likely to be unfamiliar to students.

Introduce the reading activity by reviewing the strategies for understanding texts. Find a couple of sample sentences with unfamiliar words and model the strategies for students. The strategy you choose should best meet the needs of students.

For example, you might ask students to:

* underline words they know and circle unfamiliar words
* code texts, using \* for familiar words or structures, ‘+’ for new information, ‘!’ for something they find interesting and ‘?’ for when they don’t understand something
* colour code the text to identify prepositions, nouns, adjectives and verbs.

Alternatively, lead students through the following steps:

1. Do I know these words?
2. Do they look like English words (cognates)?
3. Can I extrapolate or guess the meaning from the context?
4. Help me, I need a dictionary!

### Activity 1 sample answers

1. Circle any new or unfamiliar words in the text. **Student responses may vary.**
2. Write the new or unfamiliar words in the space below and guess what they mean based on the context. **Student responses may vary.**

### Activity 2 sample answers

1. Why is Antonio writing this email? **He moved to Rome one month ago and is telling his friend Lucia about his new routine.**
2. Where does Antonio have lunch? **At a bar near his office.**
3. What does Antonio do after work? **He goes home and relaxes for a bit before preparing dinner.**
4. Why does he like to go to the market? **He likes to buy fresh food and it’s not expensive.**
5. How would you describe Antonio’s adjustment to his new life in Rome? Give details from the text. **He seems to have adapted well. He seems to have a good balance between work and free time. He likes his new colleagues and really likes his work. He has found places near his home to enjoy himself such as the market where he shops, the café where he has breakfast and the surrounding streets where he walks on the weekend. There is also a cinema in case the weather is bad. At the end of his email he tells Lucia that everything is going well for him.**

### Activity 3 sample response

***Ciao Antonio,***

***Grazie per la tua email! È bello sapere che tutto va bene a Roma. Anche qui tutto va bene, anche se la scuola è un po' impegnativa. Mi sveglio alle sette per prepararmi e fare colazione. Prendo l'autobus per andare a scuola e arrivo verso le otto. Le lezioni sono interessanti, ma a volte un po' lunghe. Mi piace soprattutto storia e matematica.***

***A pranzo mangio con gli amici nella mensa della scuola. Dopo le lezioni, che finiscono alle tre, torno a casa e faccio i compiti. Poi mi riposo e di solito guardo un po' di TV o gioco ai videogiochi. Se ho tempo, mi piace anche leggere libri di avventura. La sera ceno con la mia famiglia e poi, se non ho molti compiti vado a letto verso le dieci.***

***Il fine settimana mi sveglio un po' più tardi, verso le nove. Faccio colazione e poi di solito gioco a calcio con gli amici per un’ora o due. Dopo andiamo al centro commerciale o al parco. Se il tempo è brutto, restiamo a casa e guardiamo film.***

***Sono contento che stai bene e che ti diverti.***

***A presto,***

***Lucia***

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