# Talking tennis

You will work in pairs for this activity. One of you will be Student A and the other will be Student B.

You will each be provided with a list of sentences. Each sentence will be longer and more complex than the previous one.

Take turns to read out one sentence at a time to your partner. Your partner must repeat the sentence back to you accurately. If they make any errors, say *Riprova!* (Try again!). Repeat your sentence to allow your partner to try and say it correctly the second time.

If your partner says the phrase correctly the first time, say *Giusto!* and put a smiley face in the box next to the sentence. The partner with the most smiley faces on their peer’s sheet at the end of the activity wins.

## Student A sentences

|  |  |
| --- | --- |
| Sentence | Check |
| *I piatti* |  |
| *Lavare i piatti* |  |
| *Lavo i piatti* |  |
| *Non lavo mai i piatti* |  |
| *Non lavo mai i piatti la sera* |  |
| *Non lavo mai i piatti la mattina perché li lavo la sera* |  |
| *Non lavo mai i piatti la mattina perché li lavo la sera ma carico la lavastoviglie ogni mattina* |  |
| *Non lavo mai i piatti la mattina perché li lavo la sera ma carico la lavastoviglie ogni mattina dopo colazione* |  |

## Student B sentences

|  |  |
| --- | --- |
| Sentence | Check |
| *Fare* |  |
| *Fare la spesa* |  |
| *Faccio la spesa* |  |
| *Qualche volta faccio la spesa* |  |
| *Qualche volta faccio la spesa il sabato* |  |
| *Non mi piace fare la spesa il sabato* |  |
| *Non mi piace fare la spesa il sabato perché è faticoso* |  |
| *Non mi piace fare la spesa il sabato perché è faticoso ma cucino sempre il sabato* |  |

## For the teacher

Remove this section before sharing this resource with students.

 **Differentiation examples**

**Students with advanced proficiency** – students create their own texts to use for the game, using increasingly complex structures.

**High potential and gifted students** – add modifiers such as *however, although* and *yet* to the sentences. Provide students with the English version of the texts and direct them to translate the sentences into Italian.

**Students requiring additional support** – students select sentences from the list. Provide cloze texts so students are required to listen for key words, rather than full sentences.

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