# Adjectives – modes of transport

## Activity 1

Listen to the adjectives being read aloud and tick the form you hear.

1. bella

bello

1. sportivo

sportiva

1. iconica

iconico

1. carina

carino

1. piccolo

piccola

1. moderno

moderna

## Activity 2

Tick the sentence with the correct form of the adjective, describing each mode of transport in the table below. In the third column, add one to 2 different adjectives that you think can also be used to describe them. Take care to choose the correct form of the adjective. The first one has been done for you as an example.

|  |  |  |
| --- | --- | --- |
| Trasporto | Frase | Aggettivi |
| 1. Red sports car. | La macchina è sportiva*.*  La macchina è sportivo*.* | bella, di moda |
| 1. Modern train. | Il treno è moderna*.*  Il treno è moderno*.* |  |
| 1. Beautiful bicycle. | La bici(cleta) è bello*.*  La bici(cleta) è bella*.* |  |
| 1. Cute Moped. | Il motorino è carina*.*  Il motorino è carino*.* |  |
| 1. Small green bicycle. | La bici(cleta) è piccolo*.*  La bici(cleta) è piccola*.* |  |
| 1. Small smart car. | La macchina è piccola.  La macchina è piccolo*.* |  |
| 1. Big modern bus. | L’autobus è moderna*.*  L’autobus è moderno*.* |  |
| 1. Beautiful scooter. | Il monopattino è bello*.*  Il monopattino è bella*.* |  |
| 1. Classic moped. | Il motorino è iconica*.*  Il motorino è iconico*.* |  |

## Activity 3

Choose 4 vehicles from the table and write a more detailed sentence in the space below, using the additional adjectives you identified. Remember, eis the word for ‘and’.

For example: La macchina è sportiva, bella e di moda.

|  |
| --- |
|  |
|  |
|  |
|  |

## For the teacher

Remove this section before sharing this resource with students.

### Activity 1

#### Audio file

[Adjectives Activity 1.mp3 (0:27)](https://players.brightcove.net/6197335233001/RYyTOryUkW_default/index.html?videoId=6349152262112)

1. bella  
    bello
2. sportivo  
    sportiva
3. iconica  
    iconico
4. carina  
    carino
5. piccolo  
    piccola
6. moderno  
    moderna

### Activity 2

Answers will vary for the third column. Some possible examples are provided.

|  |  |  |
| --- | --- | --- |
| Trasporto | Frase | Aggettivi |
| 1. Red sports car. | La macchina è sportiva*.* La macchina è sportivo*.* | bella, tradizionale, di moda |
| 1. Modern train. | Il treno è moderna*.*  Il treno è moderno*.* | grande |
| 1. Beautiful bicycle. | La bici(cleta) è bello*.*  La bici(cleta) è bella*.* | moderna, di moda, grande, sportiva |
| 1. Cute Moped. | Il motorino è carina*.* Il motorino è carino*.* | tradizionale, piccolo, iconico |
| 1. Small green bicycle. | La bici(cleta) è piccolo.  La bici(cleta) è piccola. | iconica |
| 1. Small smart car. | La macchina è piccola*.*  La macchina è piccolo*.* | intelligente |
| 1. Big modern bus. | L’autobus è moderna*.*  L’autobus è moderno*.* | grande |
| 1. Beautiful scooter. | Il monopattino è bello*.*  Il monopattino è bella*.* | carino, di moda |
| 1. Classic moped. | Il motorino è iconica*.*  Il motorino è iconico*.* | tradizionale, piccolo, bello |

## Activity 4

There are 4 sets of cards. Print enough sets for students to play in groups of 3 to 4. Distribute to students to cut up or prepare prior to the lesson.

Below are suggested games to play using the cards.

Option A

Using all 4 sets, students play a snap or memory-style game to match pictures or words with their equivalent in Italian.

Option B

Depending on student ability and confidence, students use the ‘English adjective cards’ and the ‘Transport image cards’ to create sentences. Students place the 2 sets face down on the table, then take turns to turn one card from each pile over. Using the prompts on the card, they then create a sentence in Italian, following the model Vado a scuola[by transport]*.* [The transport]è[adjective]. For example, Vado a scuola in bici. La bici è moderna.

Students must remember to agree the adjective, where required.

If they are correct, they keep their 2 cards. If they are incorrect, the cards go back to the bottom of each pile. The other students in the group decide if the response is correct, calling on the teacher where required.

 **Differentiation examples**

**High potential and gifted students** – in Activities 2 and 3, students include the colour of the vehicle, using a dictionary. Explain to students that the colours viola, blu and rosa do not change to agree with the noun.

**Students requiring additional support** – in Activity 4, students play snap or memory-style games with transport cards first, and then with adjectives cards, to build their confidence. For the ‘Option B’ game, students use the ‘Italian adjective cards’ and the ‘Transport word cards’ (in place of the ‘English adjective cards’ and the ‘Transport image cards’). This allows students to focus on structures only.

**Advanced proficiency** – in place of the activities provided, students create an advertisement for an Italian car.

## Transport image cards

|  |
| --- |
| **A car.** |
| **A bicycle.** |
| **A bus.** |
| **A moped.** |
| **A scooter.** |
| **A train.** |

## Transport word cards

|  |
| --- |
| in macchina |
| in bici |
| in autobus |
| in motorino |
| in monopattino |
| in treno |

## Italian adjective cards

|  |
| --- |
| bello/a |
| grande |
| di moda |
| moderno/a |
| piccolo/a |
| tradizionale |
| carino/a |
| iconico/a |
| sportivo/a |
| intelligente |

## English adjective cards

|  |
| --- |
| **beautiful** |
| **big** |
| **trendy** |
| **modern** |
| **small** |
| **traditional** |
| **cute** |
| **iconic** |
| **sporty** |
| **smart** |

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