

# Unit 7 – Tutti a bordo! (All aboard)

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## About the unit

In this unit children learn to name some cities in Italy.

They learn the days of the week and some phrases about the weather.

They add to their repertoire of songs and rhymes to help them remember new language.

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## Where the unit fits in

Children have already learnt the numbers 1–12 (Units 1 and 2) and the months of the year (Unit 3). With their knowledge of the days of the week, they can begin to say and write the date in Italian. They have further opportunities to ask and answer questions, and to present their work to the class.

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## Prior learning

It is helpful if children already know:

- the compass points *nord, sud, est, ovest*
- *(Io) vorrei...*
- *Posso...*

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## New language

- Making statements (about travel)
- Describing the weather
- Days of the week
- *in / con (+ il, lo, la, l') + transport*
- *a / in + place*
- *andare: io vado, tu vai*
- *in + country*
- Question word (*Come? Dove?*) + question intonation
- *fare: lui / lei fa*
- Phonic focus: the sound *r /r/*; revision of vowel sounds *a /a/; e /ε/-/e/; i /i/; o /ɔ/ /o/; u /u/*; rhyming patterns.

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## Resources

- Pictures of children saying how they get to school e.g., *Io vado a scuola con l'autobus*
- Picture flashcards of transport
- Soft ball
- Large world map or globe
- Bag and word cards for Pass the Parcel
- Photos and text of four children introducing themselves and saying how they get to school
- Picture flashcards of weather
- Large map of Italy and weather symbols
- Interactive whiteboard images of Italian regions
- Satellite images from the internet
- Cards with the name of a country and a picture of the weather
- Mini-whiteboards
- Word cards for *Io vado in + countries, in + modes of transport, days of the week*
- Pre-prepared invitation to a school celebration in Italy
- Pre-prepared email in Italian
- Writing frames and word bank

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## Links with other subjects

Primary framework for literacy: ask and answer questions, write with consistency using the correct formation of handwriting joins, use ICT programs to present text effectively, draw on knowledge of word structure and spelling patterns, use knowledge of morphology and etymology.

Primary framework for mathematics: answer a question by collecting, organising and interpreting data.

Geography: use a range of scales; use secondary sources of information to identify and describe what places are like.

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## Expectations

### At the end of this unit

**most children will:** identify and pronounce accurately the names of some countries and towns; sing a song from memory on a related topic; copy accurately in writing the key words and phrases from the unit; understand and write a short email using structures learnt in the unit

**some children will not have made so much progress and will:** respond with a one-word answer or action to questions about travelling to another country; need to refer to text or visual clues when singing songs; copy-write using single words or short phrases

**some children will have progressed further and will:** use short phrases for asking and answering questions, using mainly memorized language; research additional vocabulary using a dictionary

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## Language

### Core language

<i>Io vado a scuola</i>	I go to school
<i>a piedi</i>	on foot
<i>in macchina / con la macchina</i>	by car
<i>in bici / con la bici (bicicletta)</i>	by bike
<i>in bus / con il bus (l'autobus)</i>	by bus
<i>Dove vai?</i>	Where are you going?
<i>Io vado...</i>	I'm going ...
<i>in Grecia</i>	to Greece
<i>in Italia</i>	to Italy
<i>Fa caldo</i>	It is hot
<i>Fa freddo</i>	It is cold
<i>Il tempo è bello</i>	It is fine
<i>Il tempo è brutto</i>	It is bad weather
<i>C'è il sole</i>	It is sunny
<i>C'è vento</i>	It is windy
<i>Piove</i>	It is raining
<i>lunedì, martedì, mercoledì, giovedì, venerdì, sabato, domenica</i>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### Additional language for this unit

<i>nord</i>	North
<i>sud</i>	South
<i>est</i>	East
<i>ovest</i>	West
<i>in treno / con il treno</i>	by train
<i>in aereo / con l'aereo</i>	by plane
<i>in nave / con la nave</i>	by boat
<i>in Spagna</i>	(to / in) Spain
<i>in Germania</i>	(to / in) Germany

### Additional language for teachers

<i>Come vai a scuola?</i>	How do you get to school?
<i>Chi va a scuola...?</i>	Who gets to school...?
<i>Posso andare...?</i>	Can I go...?
<i>Dove vai in vacanza?</i>	Where do you go on holiday?
<i>Che tempo fa?</i>	What's the weather like?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 1. On the way to school</b>			
<ul style="list-style-type: none"> <li>to listen for specific words and phrases (O4.2)</li> <li>to ask and answer questions on several topics (O4.4)</li> <li>to read and understand a range of familiar written phrases (L4.1)</li> <li>to use a mental association to help remember words (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the compass points <i>nord, sud, est, ovest</i>. You say a direction, turning and pointing appropriately. Children watch then join in with the actions and words. You say a direction and children turn to face it.</li> <li>Show children a selection of pictures of children saying how they get to school e.g., <i>lo vado a scuola in autobus</i> (I go to school by bus). Ask children to discuss with a partner what they think the children are saying.</li> <li>Introduce transport vocabulary through flashcard games.</li> <li>Sing: <i>Vado a scuola con il bus</i> to the tune of 'Old MacDonald'.</li> <li>Display the flashcards for reference and throw a ball to individual children, point to a flashcard and ask: <i>Come vai a scuola?</i> (How do you go to school?) Elicit the response: <i>lo vado a scuola...</i> Some children may need to give shorter answers e.g., <i>in autobus</i>. Children can also respond using pictures or actions.</li> <li>Extension: Children interview each other, asking and answering the question <i>Come vai a scuola?</i></li> <li>Keeping the flashcards displayed, show the written form of transport words: <i>in autobus</i>, etc. Ask children to work in pairs to decide which phrase goes with which picture. Take feedback from the class and discuss their strategies for working out the meanings.</li> <li>Do a class survey on how children get to school. Ask: <i>Chi va a scuola in autobus?</i> Children respond. Then begin asking the next question but substitute an action for the mode of transport. Children offer suggestions and then respond to the question by a show of hands or orally. Collect data in a tally chart on the board. Count up in Italian, with children joining in if possible. Use a graphics package to record pictorially how children go to school. Display the results on the interactive whiteboard to encourage class response in Italian.</li> <li>Extension: Children investigate other words for transport using bilingual dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the phrases for modes of transport</li> <li>say how they get to school</li> </ul>	<ul style="list-style-type: none"> <li>Use the spotlight or slide reveal tool on the interactive whiteboard to show pictures of children saying how they get to school. Alternatively, you can introduce the language through mimes.</li> <li>Follow-up: As a PE warm-up, play North / South / East / West. Label the four directions in the hall. Call out a compass point and children run to it.</li> <li>Grammar point: In Italian, the personal pronoun (<i>io, tu</i> etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending which indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.)</li> <li>Text for the song <i>Vado a scuola con il bus</i> (to the tune of 'Old Macdonald'):  <i>Vado a scuola con il bus</i> (then for the second line mime an action to go with a bus and make an appropriate sound) Repeat  <i>A nord</i> <i>a sud</i> <i>ad est e ad ovest</i> <i>Vado a scuola con il bus</i>  (then mime an action to go with a bus and make an appropriate sound)</li> </ul>

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			<p>Repeat with the following verses, adding an appropriate action and sound each time for the second line and in the final chorus.</p> <p><i>Vado a scuola con la macchina</i> <i>Vado a scuola con la bici</i> <i>Vado a scuola a piedi</i></p> <ul style="list-style-type: none"> <li>• Follow-up: Children make bar charts using data from the class survey tally chart.</li> <li>• Follow-up: Children conduct a survey of how other classes get to school.</li> </ul>
<b>Section 2. Where is Italy?</b>			
<ul style="list-style-type: none"> <li>• about ways of travelling to the country / countries or to Regions / Cities (IU4.4)</li> <li>• to read and understand a range of familiar written phrases (L4.1)</li> <li>• to read some familiar words and phrases aloud and pronounce them accurately (L4.3)</li> <li>• to listen for sounds and rhythm (O4.3)</li> <li>• to use prior knowledge to support understanding (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Using a large map or globe, locate Italy and identify the bordering Countries. Satellite images of the countries can be accessed via the internet.</li> <li>• Practice <i>lo vado in...</i> (I am going to...) and point to these countries on the map or globe.</li> <li>• Let the children discover that Italy is a peninsula with the shape of a boot and discuss about the difference in between a peninsula and an island. Focus on the main Italian islands, Sicilia e Sardegna.</li> </ul> <p>Find out the name of the Mediterranean sea on the map.</p> <ul style="list-style-type: none"> <li>• Hand out the children a photocopy of the map of Italy divided into the 20 Regions. Ask them to locate a specific Region and to colour it according to the teacher's instructions.</li> <li>• Let the children locate on the map some of the main Italian cities, like Roma, Firenze, Venezia, Napoli, Milano, etc. Choose a symbol for each one of these cities, like <i>Colosseo</i>, <i>Ponte Vecchio</i>, <i>Piazza San Marco</i>, <i>Vesuvio</i>, <i>Duomo</i>, etc.</li> <li>• Play <i>Pass the Parcel</i>. Put the names of the Italian Regions and cities in a bag and pass it around while the music is playing (possibly a traditional Italian tune). When the music stops, the child with the bag takes out a word card. All the children ask: <i>Dove vai?</i> (Where are you going?) and the child holds up the word card. The class then chorus: <i>(lo) vado a Roma!</i> or <i>(lo) vado in Sicilia.</i></li> </ul>	<ul style="list-style-type: none"> <li>• locate Italy and the bordering Countries.</li> <li>• recognise Regions and main islands.</li> <li>• say the names of the main cities</li> <li>• say where they would like to go</li> </ul>	<ul style="list-style-type: none"> <li>• Note the following grammatical rule: when using the preposition 'to' + a country or a region , you use the preposition <i>in</i>. when using the preposition 'to' + a city, you use the preposition <i>a</i>.</li> <li>• Link with literacy work: Children become familiar with using knowledge of phonics, morphology and etymology to spell unfamiliar words in literacy work from year 4.</li> <li>• Some children feel more secure by responding as part of a whole-class chorus or chant rather than individually.</li> <li>• Follow-up: Children research pictures of Italian cities and monuments in the internet in order to make a wall chart (group work).</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 3. Weather</b>			
<ul style="list-style-type: none"> <li>to memorise and present a short spoken text (O4.1)</li> <li>about ways of travelling to the country / countries (IU4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the question <i>Che tempo fa?</i> and the weather phrases with pictures, flashcards and actions. You say a phrase and children mime the action; you show a flashcard and children say the phrase and mime the action.</li> <li>Show children a map of Italy on which you have marked the following cities: Roma, Milano, Firenze, Venezia, Napoli, Palermo.</li> <li>Ask children to put a different symbol of the weather next to each city and then to create a sentence describing the weather in that specific place.</li> <li>Invite children to swap the weather symbols on the map in order to create new sentences.</li> <li>Distribute cards containing the name of an European country and a picture of the weather. Children produce combinations of sentences such as <i>in Francia fa feddo, in Spagna piove, in Italia c'è il sole.</i></li> <li>Extension: Children cut out pictures from travel brochures and make collages of different countries, saying what the weather is like in each country.</li> </ul>	<ul style="list-style-type: none"> <li>say the names of some cities in Italy</li> </ul>	<ul style="list-style-type: none"> <li>On the tune of the children song: <i>If you are happy and you know it</i> singing the following text:   <i>Se fa freddo e tu lo sai batti i piedi, se fa freddo e tu lo sai batti i piedi, se fa freddo e tu lo sai e mostrarmelo vorrai, se fa freddo e tu lo sai batti i piedi!</i>   <i>Se fa caldo... soffia un po'. Se è bel tempo... pollici in su. Se è brutto tempo... pollici in giù. Se piove... apri l'ombrello. Se c'è vento... batti le mani.</i>   If it's cold and you know it, stamp your feet, if it's cold and you know it, stamp your feet, if it's cold and you know it and you want to show it (to me) if it's cold and you know it stamp your feet! If it's hot... puff a little. If it's good weather... thumbs up. If it's bad weather... thumbs down. If it's raining... open your umbrella. If it's windy... clap your hands.</li> <li>To avoid confusion, be consistent in the symbols that you use for weather vocabulary.</li> <li>Follow-up: Revise the weather with quick 'brainbreak' sessions, where children say the phrases or mime the actions in response to your commands.</li> <li>Follow-up: Keep a class (or individual) weather diary for one</li> </ul>

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			week, drawing a picture and writing a phrase underneath once each day. <ul style="list-style-type: none"> <li>Follow-up: Use internet sites to find out the current weather in Italy and in other European countries. Children can use this information to provide weather forecasts.</li> </ul>												
<b>Section 4. On our travels</b>															
<ul style="list-style-type: none"> <li>to memorise and present a short spoken text (O4.1)</li> <li>about ways of travelling to the country / countries (IU4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Revise modes of transport for getting to school using flashcards and actions.</li> <li>Read children an invitation to a school celebration in Italy. Discuss how you are going to get there.               <ul style="list-style-type: none"> <li>Ask children: <i>Posso andare in Italia a piedi?</i> (Can I go to Italy on foot?) Children show thumbs up or thumbs down and say <i>Sì</i> or <i>No</i>. Introduce <i>in treno / in aereo / in nave</i>.</li> <li>Extension: You can extend the activity to include <i>lo vado in...</i> + mode of transport.</li> <li>Introduce the question: <i>Dove vai?</i> Show the three parts of the answer on the board:                   <table border="1" data-bbox="506 954 1272 1123"> <tbody> <tr> <td><i>lo vado</i></td> <td><i>in Francia</i></td> <td><i>in autobus</i></td> </tr> <tr> <td></td> <td><i>in Germania</i></td> <td><i>in treno</i></td> </tr> <tr> <td></td> <td><i>in Spagna</i></td> <td><i>in aereo</i></td> </tr> <tr> <td></td> <td><i>in Grecia</i></td> <td><i>in nave</i></td> </tr> </tbody> </table> </li> </ul> </li> <li>Display the grid on the interactive whiteboard with the different elements outside it. Children can move the elements into the right cells to create syntactically correct sentences. For extension, you could separate the prepositions from the countries, adding an extra column to the grid.</li> <li>Substitute claps for each of the syllables in the name of a country and ask children to complete the sentence.</li> <li>Invite children to devise a mime for <i>lo vado</i>. Make up some sentences using actions instead of words. The class guess the sentence. Choose</li> </ul>	<i>lo vado</i>	<i>in Francia</i>	<i>in autobus</i>		<i>in Germania</i>	<i>in treno</i>		<i>in Spagna</i>	<i>in aereo</i>		<i>in Grecia</i>	<i>in nave</i>	<ul style="list-style-type: none"> <li>use a physical response to show they understand specific words and phrases</li> <li>make sentences using two ideas</li> <li>understand that there are different ways of getting to countries, depending on their location</li> </ul>	<ul style="list-style-type: none"> <li>If you have previously introduced additional foreign countries, these can be added to the sentence-building activities.</li> <li>A simple text for the invitation to a school celebration in Italy could read as below. You could find details and a picture of a real school using an internet search engine.           <div data-bbox="1711 836 2119 1321" style="border: 1px solid black; padding: 5px;"> <p>On front cover:</p> <p><i>Festa di... (Natale, Carnevale, fine anno,...) recita scolastica</i> (Christmas, Carnival, end of Academic Year,... School celebration), school play</p> <p>Inside: <i>Buongiorno</i> + name of your class. <i>Venite alla nostra festa!</i></p> <p><i>Date: Indirizzo:</i> name and address of school</p> </div> </li> <li>Link with literacy work: Children will have had experience of investigating and writing persuasive invitations in</li> </ul>
<i>lo vado</i>	<i>in Francia</i>	<i>in autobus</i>													
	<i>in Germania</i>	<i>in treno</i>													
	<i>in Spagna</i>	<i>in aereo</i>													
	<i>in Grecia</i>	<i>in nave</i>													

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	<p>confident children to take the lead.</p> <ul style="list-style-type: none"> <li>Working in mixed-ability groups of three, children build and act out a range of sentences, each taking one section. These are presented to the class for them to 'read the sentence'.</li> </ul>		<p>year 3 literacy.</p> <ul style="list-style-type: none"> <li>Follow-up: Throughout the week, play flashcard games to revise transport and the weather.</li> <li>Follow-up: Write a graffiti board where children can create their own sentences.</li> </ul>
<b>Section 5. Travel arrangements</b>			
<ul style="list-style-type: none"> <li>to read some familiar words and phrases aloud and pronounce them accurately (L4.3)</li> <li>to use phonics and whole-word knowledge to support accurate pronunciation (KAL)</li> <li>to reinforce and extend recognition of word classes and understand their function (KAL)</li> <li>to use context and previous knowledge to determine meaning and pronunciation (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the days of the week by putting these to a simple tune that children can echo and then sing with you.</li> <li>Ask children to listen carefully to the days and decide which is the odd one out and why. Which sound can they hear at the end of each word but <i>sabato</i> and <i>domenica</i>?</li> <li>Identify the name of a planet in each day (<i>lunedì</i> = giorno della luna; <i>martedì</i> = giorno di Marte; etc.).</li> <li>Give children a jumbled-up list of the days of the week. They rearrange them in pairs, on mini-whiteboards.</li> <li>Refer back to the sentences created in the previous session e.g., <i>Io vado in Spagna in aereo</i>. With their talk partners, children whisper to each other as many sentences as they can. Take some in feedback and build them on the board using word cards.</li> <li>Insert days of the week into these sentences and read them aloud e.g., <i>Lunedì io vado in Grecia in nave</i>. (On Monday I am going to Greece by boat.) Ask children to help you translate them.</li> <li>Build more sentences on the board, with the day missing. Children come to the front, add a day and read aloud the sentence.</li> <li>Children work in groups to build their own sentences. They can use pre-prepared word cards or write on post-it notes. Some children will need picture and word cards to help them.</li> <li>Each group reads back to the class a sentence they have produced. Children can work in mixed-ability groups and create a 'voice-over', with some children using gestures and others saying words. Display sentences on the board or graffiti wall.</li> <li>Extension: Set a challenge to see how many sentences children can build. They record these, using word-processing software if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>build a sentence with at least two different ideas</li> <li>understand that words can change place in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>The days of the week fit well to the tune of 'Camptown Races': <i>Lunedì, martedì, mercoledì, giovedì, giovedì, lunedì, martedì, mercoledì, giovedì, venerdì, sabato, domenica, sabato, domenica, lunedì, martedì, mercoledì, giovedì, venerdì!</i></li> <li>Note that the days of the week in Italian are written in lower-case letters (unless at the beginning of a sentence).</li> <li>Note also that the days of the week in Italian start from Monday.</li> <li>If you want to say 'on Monday', this is simply <i>lunedì</i>.</li> <li>Follow-up: Throughout the week, sing the days of the week song.</li> <li>Link with literacy work: The extension activity links to literacy work on composing sentences using the tense consistently in year 2 and to presenting written work using word-processing packages (year 4).</li> <li>Follow-up: Ask the children to identify the same syllable at the end of most of the days of the week (<i>di</i>).</li> <li>Elicit the comparison with the days</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<ul style="list-style-type: none"> <li>Split the class into teams. Invite a child from each team to come to the board and build a sentence using word cards, in a timed challenge.</li> </ul>		<p>of the week in English and identify the same meaning of <i>di</i> and <i>day</i>.</p> <ul style="list-style-type: none"> <li>Highlight the name of the planet in each day: <i>lunedì</i> = <i>Luna</i> (Moon); <i>martedì</i> = <i>Marte</i> (Mars); <i>mercoledì</i> = <i>Mercurio</i> (Mercury); <i>giovedì</i> = <i>Giove</i> (Jupiter); <i>venerdì</i> = <i>Venere</i> (Venus); <i>sabato</i> = from the Latin <i>sabbatum</i> (from the Hebrew <i>Sabbath</i>); <i>domenica</i>, from the Latin <i>Dominus</i> = <i>Signore</i> (The Lord).</li> <li>If the interactive whiteboard has a screen-recording function, children could use this, along with a microphone, to say their sentences as they move words to build them. When they have finished, the sequence plays back as a video so that children can watch, listen to and evaluate their performance. Not only is this effective assessment for learning, but it is valuable evidence of progress to link to the children's European Language Portfolio.</li> <li>Follow-up: Children make a simple booklet by folding a sheet of A3 paper (or just by drawing a 2x4 grid). For each day of the week, they construct a sentence and illustrate it e.g., <i>Lunedì vado in Francia in treno.</i> / <i>Martedì in Spagna in aereo.</i> They could add a title page, <i>I miei viaggi per il mondo</i> (My World Trip).</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 6. Planning a trip</b>			
<ul style="list-style-type: none"> <li>• to follow a short familiar text, listening and reading at the same time (L4.2)</li> <li>• to write simple words and phrases using a model and some words from memory (L4.4)</li> <li>• about some aspects of everyday life and compare them with their own (IU4.2)</li> <li>• about ways of travelling to the country / countries (IU4.4)</li> <li>• to recognise that texts in different languages will often have the same conventions of style and layout (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils brainstorm, with a partner, the different ways in which we communicate e.g., telephone, fax, email, letters, and feed back to the class. How are these similar / different? Why might you use one instead of another?</li> <li>• Explain to children that they will be writing a simple email requesting information from a travel agent.</li> <li>• Show the class an email in Italian and read it through. Pupils listen and follow the text. Discuss how it begins and ends, and any similarities with the layout of an email in English.</li> <li>• Do a shared writing activity in which the class compose an email stating where, how and when they are travelling. Display possible phrases on the board by either writing them up or using word cards from a previous session.</li> </ul>	<ul style="list-style-type: none"> <li>• read and understand an email in Italian</li> <li>• write to a travel agent saying where, when and how they are traveling</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up: Throughout the week, use 'brainbreaks' to practise vocabulary from this unit. You mime an action or a child mimes an action and the class repeat the phrase.</li> <li>• The email can be written as a fax.</li> <li>• The activity can be modelled on the interactive whiteboard, where different versions of the writing frame can be easily produced in order to offer the right level of support and challenge.</li> <li>• Follow-up: Make a display of different forms of communication in Italian or other languages, such as letters, faxes, emails or text messages.</li> <li>• Link with literacy work: Children will have experience in literacy work of word processing from year 3 onwards.</li> <li>• Follow-up: Talk to the children about modes of transport to and within Italy and Europe. Show images of trains and the Channel Tunnel and talk about the need to pay tolls to use motorways in Italy. Discuss how having to pay a toll might affect your journey. What are the advantages of this? Would this be a good idea in the UK?</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<b>End-of-unit activities</b>		
<ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Children use a writing frame to compose their own email.</li> <li>Provide differentiated writing frames offering various levels of support.</li> <li>Some children will need word banks with picture clues. Others may want to write different sentences and experiment with language, using a bilingual dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>write an email using an appropriate writing frame</li> </ul>	<ul style="list-style-type: none"> <li>Share emails with the whole class.</li> <li>An example of an email that children can create:  <i>Buongiorno, Martedì vado in Germania in treno. Posso prenotare un biglietto per piacere? Grazie, Francesca</i>  (Good morning, On Tuesday, I am going to Germany by train. Could I reserve a ticket, please? Thank you, Francesca)</li> <li>Link with literacy work: Children will have experience in literacy work of word processing from year 3 onwards.</li> </ul>