

Unit 11 Il Carnevale degli animali (Carnival of the Animals)

MFL – Italian
Year 4

About the unit

This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).

Where the unit fits in

Children learn and use new vocabulary to talk about animals. They are already familiar with numbers to 12 and learn to use these to tell the time. Children continue to develop confidence in speaking and consolidate work from this and previous units by preparing a performance.

Prior learning

It is helpful if children already know:

- colours
- feminine agreements for colours
- numbers 1–12
- *grande, piccolo*
- the names of some animals
- *Buon compleanno!*

New language

- Giving a simple description (of animals and habitats)
- Telling the time on the hour
- Asking and answering simple questions
- Adverbs: formation with *-mente*
- Use of *l'* before a vowel
- Phonic focus: revision of *chi /ki/*; difference between *chi /ki/* and *ci /tʃi/*; synthesising known phonemes to form phonetically regular words

Resources

- Recording of the 'Carnival of the Animals' by Saint-Saëns
- Pictures of the animals in large format and as a class set of mini-flashcards
- Large ball
- Large clock
- Word cards for numbers 1–12
- Word cards for adjectives
- Large red letter *e*
- Large word cards for sentence building
- Images of animal habitats
- Word cards of animal habitats
- Sheets of A4 paper and coloured pens

Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); develop a range of personal strategies for learning new and irregular words; comment constructively on plays and performances, discussing effects and how they are achieved.

Science: know about the different plants and animals found in different habitats; know about how animals and plants in two different habitats are suited to their environment.

Music: listen with attention to detail and internalise and recall sounds with increasing aural memory.

PE: create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment.

Expectations

At the end of this unit

most children will: ask and answer questions about animals; describe animals and begin to use feminine agreements; understand time on the hour; devise and perform a short dialogue, using structures learnt in this and previous units

some children will not have made so much progress and will: understand the names of animals with the support of visual or musical clues; respond with a single-word answer to questions about the time

some children will have progressed further and will: give extended descriptions in accurate Italian, showing some attention to feminine agreements; show creativity and imagination in using known language in a new context

Language

Core language

<i>Dove abiti?</i>	Where do you live?
<i>Abito a...</i>	I live in...
<i>veloce</i>	quick
<i>lento</i>	slow
<i>velocemente</i>	quickly
<i>lentamente</i>	slowly
<i>piano</i>	softly
<i>forte</i>	strong, loud(ly)
<i>Che ora è?</i>	What's the time?

<i>L'una, le due, le tre, le quattro, le cinque, le sei, le sette, le otto le nove, le dieci, le undici, le dodici</i>	one o'clock, etc
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Additional language for this unit

<i>il leone</i>	the lion
<i>il gallo</i>	the cock
<i>il canguro</i>	the kangaroo
<i>il pesce</i>	the fish
<i>il cuculo</i>	the cuckoo
<i>l'elefante</i>	the elephant

<i>l'asino</i>	the donkey
<i>l'uccello</i>	the bird
<i>la tartaruga</i>	the tortoise
<i>la gallina</i>	the hen
<i>il cigno</i>	the swan
<i>timido</i>	timid
<i>feroce</i>	fierce
<i>piatto</i>	flat

<i>È l'ora del Carnevale!</i>	It's carnival time!
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<i>la savana</i>	the savannah
<i>la foresta</i>	the forest
<i>il mare</i>	the sea
<i>una fattoria</i>	a farm

Additional language for teachers

<i>Che animale è?</i>	What animal is it?
<i>il direttore d'orchestra</i>	the orchestra conductor
<i>più</i>	more
<i>meno</i>	less

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Meet the animals			
<ul style="list-style-type: none"> to listen for specific words and phrases (O4.2) to listen for sounds, rhyme and rhythm (O4.3) to use mental associations to remember words (LLS) to sort words into categories (LLS) to apply phonic knowledge of the language to support reading and writing (KAL) 	<ul style="list-style-type: none"> Ask children which names of animals they know in Italian. Play an extract from 'Carnival of the Animals'. Play it again and ask children to discuss with a partner which animal they think it is. Explain about this piece of music and that they are going to learn the names in Italian of animals it characterises. Introduce the names of the animals with pictures or actions by using the following teaching sequence: <i>il leone, il gallo, il canguro, il tacchino, il pesce, il cuculo, la cicala, l'elefante, l'asino, l'uccello, la tartaruga, la gallina, il cigno, il picchio</i>. Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard. Present the vocabulary on the interactive whiteboard. Play the relevant extract from the suite to accompany each picture. Show a large picture flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard. Play <i>Ripetete se è vero</i> Say the word and hold up a picture flashcard. If the two match, children repeat. If they don't, they remain silent. Show the flashcard and children say the word. Play Name that Tune. Divide the class into two teams and play the first bars of each musical extract. Ask <i>Chi è?</i> (Who is it?) Children respond by saying which animal they have heard. Some children may not yet be ready to give a verbal response. Allow them to give the action instead of saying the word. Extension: Encourage children to give a reason for their choice of animal e.g., <i>È lento</i> (slow), <i>veloce</i> (quick), <i>grande</i> (big), <i>forte</i> (strong). Write the words <i>cigno, tacchino, cicala, picchio</i> on the board with the <i>chi</i> or <i>ci</i> highlighted in red and say them. Read a list of animals from the song <i>Nella vecchia fattoria</i> (Old Mc Donald). Children do an action when they hear the <i>chi</i> sound and another action when they hear the <i>ci</i> sound. Sing the song <i>Nella vecchia fattoria</i> or play a recording of it. Children do an action when they hear the <i>chi</i> sound and another action when they hear the 	<ul style="list-style-type: none"> name some animals give a physical response to something they hear 	<ul style="list-style-type: none"> Some animal names were covered in Units 2 and 5 and can be incorporated into activities in this unit. The composer of <i>Le Carnaval des animaux</i>, <i>Camille Saint-Saëns</i>, was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saëns can be obtained on the internet. As an alternative to using mini-picture flashcards, animal mimes can be used. When working on a phonic focus such as <i>chi</i> or <i>ci</i>, demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror. The words of the song <i>Nella vecchia fattoria</i> <i>Nella vecchia fattoria</i> <i>ia, ia, oh!</i> <i>Quante bestie ha zio Tobia</i> <i>ia, ia, oh!</i> <i>C'è il cane, cane, ca-,ca-, cane.</i> <i>C'è la mucca, mucca, mu-, mu-mucca</i> In the old farm How many animals uncle Tobia has There is the dog, dog, do-, do-, dog There is the cow, cow, co-, co-, cow After these words you can insert whatever animal you want. Follow-up: Throughout the week,

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	<p><i>ci</i> sound. Sing the song again and encourage them to join in.</p> <ul style="list-style-type: none"> • Practise saying the sounds <i>chi</i> and <i>ci</i>, using whole-body actions to mimic the sounds (such as flopping backwards for <i>chi</i> with arms outstretched). • Play a sorting game to practise distinguishing <i>chi</i> and <i>ci</i>. Use pictures of two desert islands (on the interactive board or on flipchart paper) labelled <i>chi</i> and <i>ci</i>. Show the children a selection of picture cards (or clip art) of animals and ask a volunteer to choose one. Say the word. The children listen and decide on which island to place it. The game continues with the remaining animals. The animals do not need to be familiar to the children since you are saying the words. A selection could include <i>chiocciola</i>, <i>cornacchia</i>, <i>cicala</i>, <i>cigno</i>, <i>pulcino</i>, <i>tacchino</i>, <i>cinghiale</i>, <i>picchio</i> and <i>formichiere</i> • Extension: Children make a word bank for different animals. • Play Human Phonemes to help the children build phonetically regular words. Give out large grapheme cards, such as <i>o</i>, <i>u</i>, <i>chi</i>, <i>ci</i>, <i>c</i>, <i>t</i>, <i>m</i>, <i>r</i>, <i>g</i>, <i>a</i>, <i>e</i>, <i>i</i> and <i>f</i>, say a word and ask the children to arrange themselves to form that word. Possible words to try include <i>gatto</i>, <i>canguro</i> and <i>formica</i>. 		<p>practise animal names through games such as Sciarade.</p> <ul style="list-style-type: none"> • Follow-up: Use the music as a stimulus for writing poetry or for descriptive writing in literacy work. Or children could write non-fiction reports on the animals. • Follow-up: Research the instruments used in <i>Il Carnevale degli animali</i>. • Present the song on the interactive whiteboard with, if possible, an attached recording of the words and music. Children can circle words with the <i>chi</i> sound. Add more slides to add words suggested by the children, and add the child's name to the word.

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<table border="1"> <thead> <tr> <th data-bbox="114 1066 472 1123">LEARNING OBJECTIVES CHILDREN SHOULD LEARN</th> <th data-bbox="472 1066 1323 1123">POSSIBLE TEACHING ACTIVITIES</th> <th data-bbox="1323 1066 1688 1123">LEARNING OUTCOMES CHILDREN</th> <th data-bbox="1688 1066 2132 1123">POINTS TO NOTE</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="114 1123 2132 1171">Section 3. What's the time?</td> </tr> <tr> <td data-bbox="114 1171 472 1450"> <ul style="list-style-type: none"> to listen for specific words and phrases (O4.2) to listen for sounds, rhyme and rhythm (O4.3) to write simple words and phrases using a model (L4.4) to practise new language with </td> <td data-bbox="472 1171 1323 1450"> <ul style="list-style-type: none"> Ask children to move around the room in the style of a particular animal. Use phrases such as <i>più velocemente</i> to vary the movements. Children stand in a circle to play <i>Passa la palla</i> (Pass the Ball) to revise numbers 1–12. Say <i>uno</i> and pass the ball to a child, who says <i>due</i> and passes the ball to someone else, and so on. Use a large clock as you say times on the hour e.g., <i>l'</i>. Children listen and repeat. </td> <td data-bbox="1323 1171 1688 1450"> <ul style="list-style-type: none"> understand the time give a physical response to something they hear </td> <td data-bbox="1688 1171 2132 1450"> <ul style="list-style-type: none"> This session is best taught in a hall or large space. Follow-up: Encourage children to play <i>Che ora è Signor Lupo?</i> in Italian at playtime. It can also be played in the classroom, with children standing behind their chairs and pacing out </td> </tr> </tbody> </table>				LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE	Section 3. What's the time?				<ul style="list-style-type: none"> to listen for specific words and phrases (O4.2) to listen for sounds, rhyme and rhythm (O4.3) to write simple words and phrases using a model (L4.4) to practise new language with 	<ul style="list-style-type: none"> Ask children to move around the room in the style of a particular animal. Use phrases such as <i>più velocemente</i> to vary the movements. Children stand in a circle to play <i>Passa la palla</i> (Pass the Ball) to revise numbers 1–12. Say <i>uno</i> and pass the ball to a child, who says <i>due</i> and passes the ball to someone else, and so on. Use a large clock as you say times on the hour e.g., <i>l'</i>. Children listen and repeat. 	<ul style="list-style-type: none"> understand the time give a physical response to something they hear 	<ul style="list-style-type: none"> This session is best taught in a hall or large space. Follow-up: Encourage children to play <i>Che ora è Signor Lupo?</i> in Italian at playtime. It can also be played in the classroom, with children standing behind their chairs and pacing out
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<p>a friend and outside the classroom (LLS)</p>	<ul style="list-style-type: none"> • Practise saying <i>Che ora è, Signor Lupo?</i> (What's the time, Mr. Wolf?) Children chorus the question and you respond with a time in Italian e.g., <i>le sei</i>. Children stamp their feet or clap their hands six times in response. • Play a variation of What's the Time Mr Wolf? Change the name of the animal so that children move in the appropriate style e.g., <i>Che ora è Signor Elefante?</i> Stand at one end of the room and call out a time e.g., <i>le tre</i>. Children take three steps forward in the style of the chosen animal. If you call <i>miao, miao!</i> children must run back to the start, in the style of that animal. The first child to reach you or to be caught when they run back becomes the animal in the next round. • Children who become the animal can choose a partner to come with them if they are not yet confident with the language. • Show children word cards of the numbers 1–12. Ask children to copy-write them, making large letters in the air with their writing hand. • Extension: Children copy-write the numbers in the air using other parts of their body e.g., <i>la testa</i>. 		<p>steps on the spot. They sit down when they hear <i>miao, miao!</i> The last one to sit down becomes the animal in the next round.</p> <ul style="list-style-type: none"> • Follow-up: Throughout the week, ask children the time on the hour. • Some interactive whiteboards provide clock faces with little and big hands. There are also interactive clocks whose hands move when clicked. These offer an engaging way of presenting the time.
LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 4. Animal descriptions			
<ul style="list-style-type: none"> • to memorise and present a short spoken text (O4.1) • to read and understand a range of familiar written phrases (L4.1) • to recognise and apply simple agreements, singular and plural (KAL) • to apply phonic knowledge of language to support reading and writing (KAL) • to sort words into categories (LLS) • to use mental associations to remember words (LLS) 	<ul style="list-style-type: none"> • Display pictures of the animals. Show children a selection of adjectives on word cards e.g., <i>forte, lento, veloce grande, piccolo</i>. • Ask children what they think these mean. Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe. • Introduce some new adjectives in the same way e.g., <i>timido</i> (shy), <i>feroce</i> (fierce). Ask children to mime these. • Divide the board in two and ask children to suggest animals. As children suggest them, write the name in blue on one side if they are masculine and in red on the other side if they are feminine. Explain the use of <i>l'</i> for nouns beginning with vowels e.g., <i>l'uccello</i>. Alternatively, draw two rectangles on the interactive whiteboard, one in each colour. As children suggest animals, type them in black. Change the colour of the definite or indefinite article to white (or the colour of the background outside the coloured rectangles) so that it is invisible until moved into the coloured rectangle. • Ask children if they can guess why the names have been written up in two groups. Explain that some are masculine and some are feminine nouns. 	<ul style="list-style-type: none"> • understand and say a number of adjectives • understand the agreement of simple nouns and adjectives • pronounce the feminine form of some adjectives appropriately • understand the use of the apostrophe with the article before a noun beginning with a vowel 	<ul style="list-style-type: none"> • Introduce new adjectives with a picture or action and always check that all children understand the meaning. • Link with literacy work: These activities link to work on adjectives in year 3 literacy. • Follow-up: Create an interactive display. Each day, a pair of children builds a new sentence with the word cards and animal pictures. • Ensure that you stick to the colour code you have established for masculine and feminine. • Follow-up: Look at the relationship between nouns and adjectives in English. Compare these with Italian. • Link with literacy work: Children will

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	<ul style="list-style-type: none"> • Refer back to <i>grande</i> and <i>piccolo</i>. Display these on word cards written in black. • Describe the animals in a sentence, beginning with masculine ones e.g., <i>Il topo è timido. Il pesce è piccolo.</i> • Bring out a large red letter <i>a</i>. Make a point of moving across to the other side of the board to focus on the feminine words. Give a description e.g., <i>La tartaruga è lenta</i>. Use the red <i>a</i> to emphasise the grammatical change. • Practise pronunciation of <i>piccolo / piccola, lento /lenta</i>. • Refer back to <i>veloce, forte, feroce</i>. Use the red <i>e</i> to show how, with these adjectives, it is unnecessary to add an extra <i>e</i>. • As a whole class, practise these feminine agreements by building sentences on the board with a large set of word cards. Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid. Colour-code the nouns and adjectives to reinforce the concept of agreement. Make a copy of the page and change the colour of all the words to black. This will show whether children have grasped the concept when you remove the support. • Extension: Children write new sentences using other known adjectives e.g., colours. 		<p>have had experience of composing sentences in literacy using nouns, adjectives and verbs for precision, clarity and impact from year 3 onwards.</p>
LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. Animal habitats			
<ul style="list-style-type: none"> • to memorise and present a short spoken text (O4.1) • to read and understand a range of familiar written phrases (L4.1) • to reinforce and extend recognition of word classes and understand their function (KAL) • to use question forms (KAL) • to apply phonic knowledge of 	<ul style="list-style-type: none"> • Revise feminine agreements by drawing a picture of a large or small tortoise. Ask <i>Che animale è?</i> Children answer. Ask <i>La tartaruga è grande o piccolo?</i> Children answer. Repeat with <i>una gallina</i>. • Repeat with other animals using <i>lento, forte, veloce</i>. • Display a picture of an animal habitat e.g., <i>la savana</i> (savannah). Show word cards with the adjectives <i>grande, piccolo</i> and a new one, <i>piatto</i> (flat). • As a class, build sentences with word cards on the board e.g., <i>La savana è piatta</i>. Highlight the adjectival ending and draw out from children that an <i>a</i> is needed at the end of <i>piatta</i> because <i>savana</i> is feminine. • Show images of four habitats where animals from the 'Carnival of the Animals' live e.g., <i>la savana, la foresta</i> (forest), <i>il mare</i> (sea), <i>una fattoria</i> (farm). 	<ul style="list-style-type: none"> • understand that Italian adjectives agree with the noun they describe • say the names of some habitats • say where some animals live 	<ul style="list-style-type: none"> • Keep short the activity in which the first animal habitat is introduced. It is meant to reinforce the idea that adjectives agree with all nouns. • If your interactive whiteboard has the function, make a slide for each habitat, import a picture of the habitat and make it a background. Children can then drag pictures of animals and sit them on top of the background, adding text, either from a writing frame or from memory.

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<ul style="list-style-type: none"> the language to support reading and writing (KAL) to use mental associations to help remember words (LLS) to read and memorise words (LLS) 	<ul style="list-style-type: none"> Hold up word cards with the names of each habitat in Italian. Children discuss in pairs which pictures and words match. Ask individual children to come out to match them. Use the images to practise saying the words for the habitats. Write each word on a separate sheet of A4 paper, using different-coloured pens. Add a picture of the habitat to each. Show, for example, the 'orange' word, <i>una fattoria</i>. Ask children to remember the orange word. Stick this sheet somewhere in the classroom. Do the same with the other three words, using different colours. Ask children to look at the four words displayed around the room and remember them. Ask them to watch you as you turn each sheet to face the wall. Ask children to discuss in pairs which word was where. They feed back. Show animal pictures from previous sessions. Ask children to discuss in pairs where the animals live. Individual children come out to stick the animals on the appropriate habitat picture. Using animal pictures or puppets, model the question and answer <i>Dove abiti? Abito in...</i> (Where do you live? I live in...) Ask children to guess what you are saying. Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with the other pictures. Children work in pairs to ask the question and to take on the animal roles to give the answer. 		
Section 6. Carnival time			
<ul style="list-style-type: none"> to memorise and present a short spoken text (O4.1) to ask and answer questions on several topics (O4.4) to learn about festivals and celebrations in different cultures (IU4.1) to use question forms (KAL) to plan and prepare for a 	<ul style="list-style-type: none"> Revise time by playing <i>Che ora é Signor Lupo?</i> Introduce the phrase <i>È l'ora del Carnevale!</i> (It's carnival time!) Practise saying this in chorus. Use this session as preparation for an end-of-unit performance based on the 'Carnival of the Animals'. This can involve music, dance, dialogue and soundscapes. Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers e.g., A) <i>Buongiorno!</i> B) <i>Buongiorno!</i> 	<ul style="list-style-type: none"> understand simple role-plays ask and answer questions on different topics perform in front of an audience 	<ul style="list-style-type: none"> Link with literacy work: This work links to literacy work on performing scenes and commenting constructively on performances (year 4). Encourage children to use language from previous units, in addition to this one, in their role-plays. You can import language from previously saved presentations or interactive whiteboard files. Suggest to children that the animals

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<p>language activity (LLS)</p>	<p>A) <i>Come ti chiami?</i> B) <i>Mi chiamo Leone. Come ti chiami?</i> A) <i>MI chiamo Uccello. Quanti anni hai?</i> B) <i>Ho 8 anni.</i> A) <i>Ho una sorella.</i> B) <i>Io ho un fratello.</i> A) <i>Abito nella foresta.</i> B) <i>Abito nella savana.</i> A) <i>Che ora è?</i> B) <i>Sono le cinque</i> <i>(Together) È l'ora del Carnevale!</i></p> <ul style="list-style-type: none"> • Extension: Introduce <i>Io sono</i> to enable children to say, for example, <i>Io sono feroce.</i> • Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed. • More confident children will be able to prepare an extended dialogue. 		<p>could be celebrating a birthday and remind them of the phrase <i>Buon compleanno!</i></p> <ul style="list-style-type: none"> • Follow-up: Throughout the week, practise the dialogues. • Link with literacy work: The final activity links to developing sustained conversations in literacy (from year 2 onwards). • Follow-up: Practise dance scenes and prepare masks, scenery or other props. • Follow-up: Talk to the children about <i>il Carnevale di Venezia, di Viareggio, di Ivrea</i>. Use the internet to find images and information about these annual Carnival.
	<p>End-of-unit activities</p>		
<ul style="list-style-type: none"> • to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> • Children perform their pieces to the class. • Class evaluate the performances. They discuss effects and how they were achieved. 	<ul style="list-style-type: none"> • take part in a performance in front of an audience 	<ul style="list-style-type: none"> • Follow-up: Performances are repeated in a show for year 3 children. • Children record their performances on handheld devices and play them back on the interactive whiteboard to evaluate them. They could store them on their personal space on a learning platform as evidence of achievement.