

# Unit 13 – Buon appetito! Mangiar sano (Healthy eating)

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## About the unit

In this unit children learn names of food and drink found in a typical school lunch box. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with some festivals in Italy. Children learn how to say whether foods and drinks are good or bad for your teeth. They practise following and creating their own recipes.

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## Where the unit fits in

In this unit children have the opportunity to revise and extend previously learnt language associated with healthy foods (Units 6 and 10). They apply their knowledge of adjectival agreements to new contexts and begin to learn about feminine plural agreements. They are already familiar with saying the date (Unit 12) and have further opportunity to practise this. This unit could support other activities in relation to the National Healthy Schools programme.

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## Prior learning

It is helpful if children already know:

- names of some food and drinks
- *mi piace / piacciono* and *non mi piace / piacciono*
- *preferisco, non mi piace per niente*
- *fa bene / male alla salute*
- masculine / feminine agreements of adjectives
- plural agreements of adjectives
- how to say the date.

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## New language

- Expressing likes, dislikes and preferences (about food and drinks)
- Making simple statements (about food and drinks)
- Following and writing instructions (as in a recipe)
- Plural nouns
- Compound sentences with connectives *e* and *ma*
- Adjectives: masculine and feminine plural agreement
- Imperatives: *tu* form of regular verbs
- Phonic focus: synthesising words from phonemes; hearing individual phonemes in words

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## Resources

- Picture flashcards, real or plastic items of food and drink
- Sets of food picture cards
- Feely bag with real or plastic fruit and vegetables
- Pictures or photographs of sandwich fillings
- Word cards for food
- Word and phrase cards for jumbled sentences
- Set of individual cards showing numbers up to 31, days of the week and months
- Letter cards to represent familiar phonemes
- Photographs or video clips of Italian festivals
- Ingredients or pictures to show how to make a simple recipe (a fruit kebab is given as an example here)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours
- Pizza recipe displayed on board
- Writing frame for pizza recipe
- Bilingual dictionaries
- Equipment and utensils for making a pizza

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## Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives; use knowledge of different organisational features of text to find information effectively; write non-narrative texts using structures of different text types

Primary framework for numeracy: Measuring strand – read, choose, use and record standard metric units to estimate and measure length, weight and capacity; Handling data strand – construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events

Science: know about the functions and care of teeth; know about the importance of an adequate and varied diet for health

History: have knowledge and understanding of events, people and changes in the past; identify and describe reasons for, and results of, historical events, situations and changes in the period studied

Design and technology: follow safe procedures for food safety and hygiene; design and make assignments using a range of materials

PSHCE: develop good relationships and respect the differences between people; think about the lives of people living in other places and times, and people with different values and customs

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## Expectations

### At the end of this unit

**most children will:** listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short sketch using structures learnt in the unit

**some children will not have made so much progress and will:** respond with single-word answers to questions about healthy foods and drinks; refer to text or visual clues when joining in a short sketch

**some children will have progressed further and will:** write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe

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## Language

### Core language

*Nella busta c'è...*

In the bag there is...

*ma*

but

*Fa bene / male alla salute / ai denti*

It is good / bad for your health / for your teeth  
(masculine / feminine singular nouns)

*Fanno bene / male alla salute*

They are good for your health  
(masculine / feminine plural nouns)

*Hai bisogno – ti serve / servono...*

You need...

### Additional language for this unit

*un panino al formaggio / prosciutto / pollo / tonno*

a cheese / ham / chicken / tuna sandwich

*una merendina*

a cake

*un pezzo / una fetta di formaggio*

a piece / slice of cheese

*una banana*

a banana

*patatine*

some crisps

*acqua*

some water

*Da mangiare (io) ho? Per pranzo ho...*

For lunch I have...

*i denti (m)*

teeth

*la cioccolata calda*

hot chocolate

*la zuppa / la minestra / il minestrone*

soup

*le patate al forno*

baked potatoes

*le salsicce*

sausages

*pane arabo*

pitta bread

*salsa al pomodoro*

tomato sauce

*pomodori*

tomatoes

*funghi*

mushrooms

*formaggio grattugiato*

grated cheese

*fette di prosciutto e formaggio*

slices of ham and cheese)

*Metti... su...*

Put... on...

*Aggiungi...*

Add...

*Mescola... con...*

Mix... with...

*Cuoci la pizza nel forno*

Heat the pizza in the oven

*dolci / dolcetti*

some sweets

### Additional language for teachers

*Che cos'hai da mangiare?*

What's in your packed lunch?

*Hai una banana, sì o no?*

Do you have a banana, yes or no?

*Hai una mela o una banana?*

Do you have an apple or a banana?

*Quanti bambini preferiscono il panino al...?*

How many children prefer... sandwiches?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 1. Packed lunch</b>			
<ul style="list-style-type: none"> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to develop accuracy in pronunciation and intonation (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Select some known foods and drinks suitable for a lunch box e.g., <i>una mela</i>, <i>un succo d'arancia</i>, etc, and revise these with picture flashcards colour-coded according to the gender of the word, or real or plastic items.</li> <li>Introduce some new items using games and activities from previous units (e.g. Unit 6): <i>un panino</i> (sandwich), <i>una merendina</i> (cake), <i>formaggio</i> (cheese), <i>una mela</i> (banana), <i>un pacchetto di patatine</i> (packet of crisps), <i>acqua</i> (water).</li> <li>Children practise saying the items in response to the question <i>Che cos'hai da mangiare?</i> (What's in your packed lunch?)</li> <li>Play <i>Fruit Salad</i>. Children sit in a circle and as a class decide on items for a lunch box (a maximum of six). Go around the circle and give each child the name of one of these items. Call out, for example, <i>una mela</i> and all children with that name change places. When they hear <i>un panino</i> everyone changes places.</li> <li>Divide the class into groups of nine or fewer. Give each group a set of nine food picture cards to place in a 3x3 grid on the floor. The first child points to a card and says <i>Da mangiare ho</i> + the name of the food on the card. Child 2 repeats what Child 1 has said then points to another card and adds that food to the list. The game continues with the list of foods in the lunch box increasing with each child. The aim of the game is for each group to remember as many foods as possible in the correct sequence.</li> <li>Give each child a food picture card. Use differentiated questioning to consolidate food vocabulary, such as <i>Hai un panino? Sì o no? Hai una mela o una pera? Che cos'hai da mangiare?</i> Allow children who find recall difficult to use self-check cards with a picture on one side and the word on the other.</li> <li>Extension: Remind children how to form the negative in Italian. Ask them questions that elicit the response <i>Non ho...</i></li> <li>Prepare a feely bag of real or plastic fruit and vegetables. Ask <i>Cosa c'è nella busta?</i> (What's in the bag?) Children feel the food in the bag and reply <i>Nella busta c'è una mela</i> and so on.</li> <li>Extension: Keep a daily lunch diary in Italian for a week.</li> </ul>	<ul style="list-style-type: none"> <li>listen with care</li> <li>use a physical response to show recognition and understanding of specific words and phrases</li> <li>answer questions</li> <li>pronounce words with reasonable accuracy</li> </ul>	<ul style="list-style-type: none"> <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 learn to notice that it is the verb ending that indicates the subject. (Where included here, the personal pronoun is shown for your reference.)</li> <li>Follow-up: Throughout the week, play <i>Da mangiare ho</i> + an item of food. Go around the class, and a child from every table adds on a new item each time.</li> <li>Italian children do not have lunch boxes. They carry the sandwiches that they eat at break in their schoolbag (<i>lo zaino</i>). Most of them go home for lunch. Few of them eat at the school canteen (<i>la mensa</i>).</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 2. Likes and dislikes of food</b>			
<ul style="list-style-type: none"> <li>• to understand and express simple opinions (O5.2)</li> <li>• to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>• to understand and use negatives (KAL)</li> <li>• to manipulate language by changing an element in a sentence (KAL)</li> <li>• to apply grammatical knowledge to make sentences (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Revise foods from the previous session by showing children the picture flashcards again and asking them to say the words. Repeat this a few times until they are secure. Encourage them to repeat vocabulary using different voices e.g., happy, sad, loud, quiet, etc.</li> <li>• Revise <i>Mi piace / piacciono... / Non mi piace / piacciono...</i> and invite children to state likes / dislikes of foods.</li> <li>• Use flashcards colour-coded by gender and mounted on a second colour to indicate the plural form of the noun. Choose some pictures of food where there is more than one item, such as <i>I pomodori, I panini, le patatine</i>. Say the words and children repeat.</li> <li>• Point to some pictures and say, for example, <i>Mi piacciono i panini</i> and <i>Non mi piacciono le banane</i>.</li> <li>• On the interactive whiteboard, add a screen with a grid of four columns and four rows. In the first column, display a graphic of a smiling face and one of a sad face to symbolise <i>mi piace / piacciono</i> and <i>non mi piace / piacciono</i>. In the third column, add a plus sign to symbolise <i>e</i>. Display images of different foods. Children drag the pictures to fill a row, 'reading' their sentence as they do so.</li> <li>• Write on the board and read aloud a written sentence such as <i>Mi piacciono le mele</i>. Underneath, write <i>Preferisco i panini</i>. Discuss in English how these two simple sentences could be joined to make a compound sentence using a connective. Ask children to suggest suitable English connectives.</li> <li>• Tell children how to say <i>ma</i> (but) and ask volunteers to join the two sentences and read the new sentence aloud.</li> <li>• Add another screen to the interactive whiteboard file, copy the first grid and add an extra column, and change the plus sign in the third column to an oblique line to symbolise <i>ma</i>. This time, children drag a happy face into the first column and a sad face into the fourth column to model sentences of the type: <i>Mi piacciono le mele, ma non mi piacciono le banane</i>. For extension, add an extra graphic of a smiling face with a thumb up to symbolise <i>Preferisco</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• agree and disagree with statements</li> <li>• understand and express likes and dislikes</li> <li>• understand the main points from speech that includes unfamiliar language</li> <li>• use connectives to make compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up: Throughout the week, practise expressing likes and dislikes of sandwich fillings.</li> <li>• Follow-up: Transfer survey data to a graph for a display. If the school has a partner school in an Italian town, the survey data could be exchanged by email.</li> <li>• The website Global Gateway provides opportunities for finding partner schools abroad: <a href="http://www.globalgateway.org">www.globalgateway.org</a>.</li> <li>• Links with literacy work: These activities link with work on writing simple and compound sentences using a range of connectives.</li> <li>• Using the grid on the interactive whiteboard not only models the syntax for the children but it can also provide them with an opportunity to record their learning if the whiteboard has a screen-recording function. They can see their mouse movements and hear their simultaneous commentary.</li> <li>• The use of a grid with pictures instead of words helps children to visualise sentence structure before they move on to use the written word.</li> </ul>

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	<ul style="list-style-type: none"> <li>Using the same sentence structure as above, model the construction of compound sentences by constructing a 'human sentence' with children (holding flashcards) at the front of the class. Children with flashcards saying the actual foods could be replaced to make new versions of the sentence.</li> <li>Leave visual support on the interactive whiteboard in place and ask children to work in pairs. Each pair has a selection of food picture cards, face down. They take it in turns to turn over two pictures at random and make a compound sentence. Accept simple sentences from some children e.g., <i>Mi piace / piacciono + food. Preferisco + food.</i></li> <li>Change the two simple sentences on the board to the negative e.g., <i>Non mi piacciono le banane. Il formaggio non mi piace per niente.</i> Invite volunteers to join the two sentences and read the new sentence aloud. Repeat with different combinations until children are confident.</li> <li>Using the interactive whiteboard or picture flashcards, introduce a variety of sandwiches with different fillings e.g., <i>un panino al formaggio / prosciutto / salame / pollo / tonno.</i></li> <li>Carry out a quick class survey to find out favourite sandwich fillings e.g., <i>Chi preferisce i panini al formaggio?</i> Some children will show their response by holding up a picture card, others will give a verbal response. Count up and record the data on the board, for example using a tally chart or pictogram.</li> <li>Referring to data from the tally chart or pictogram, ask the question <i>Quanti bambini preferiscono i panini al formaggio?</i> the number. Continue with the other examples.</li> </ul>		<ul style="list-style-type: none"> <li>Make a 'Blockbuster' template for the interactive whiteboard. Make a hyperlink from each hexagonal cell to a new screen. Each screen has a symbolic representation of a sentence of the type <i>Mi piace il prosciutto ma preferisco il formaggio.</i> Children select a hexagon from the template, click on it and say the sentence. This could be done in teams. Once you have the template, you can adapt it for other activities and resave it.</li> </ul>
<b>Section 3. Good for your health</b>			
<ul style="list-style-type: none"> <li>to understand and express simple opinions (O5.2)</li> <li>to make simple sentences and short texts (L5.2)</li> <li>to recognise the typical conventions of word order in language learnt (KAL)</li> <li>to apply knowledge of language rules and</li> </ul>	<ul style="list-style-type: none"> <li>Revise food vocabulary from previous sessions by inviting children to the board to match word cards and pictures.</li> <li>Remind children how to say whether things are good for your health, <i>Fa bene / male alla salute</i>, and practise with picture cards.</li> <li>Model again how two simple sentences can be joined together (see previous session). Work on compound sentences about things that are good for your teeth, such as: <i>Mi piace il formaggio e fa bene ai denti, mi piace il pesce e fa bene ai denti.</i></li> <li>Play the Human Connectives game. In groups, children are given word</li> </ul>	<ul style="list-style-type: none"> <li>agree and disagree with statements</li> <li>understand and express likes and dislikes</li> <li>create own sentences using word and phrase cards</li> <li>read aloud more complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>When creating sentences for children to rebuild, limit the vocabulary to include no more than two choices of plural agreement.</li> <li>Ensure that children work on sentence-building activities in mixed-ability groups.</li> <li>Accept a phrase or simple sentence when children respond to more complex questions.</li> </ul>

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<p>conventions when building short sentences (KAL)</p> <ul style="list-style-type: none"> <li>to apply grammatical knowledge to make a sentence (LLS)</li> </ul>	<p>cards and must arrange themselves to create two short sentences. A separate group of children are the connectives. Once a group has formed two sentences, they invite a connective to join them to form a longer sentence, all linking arms.</p> <ul style="list-style-type: none"> <li>Add some plurals (you could use some previously learnt vocabulary) e.g., <i>Mi piacciono le albicocche. Fanno bene alla salute. Mi piacciono le mele. Fanno bene alla salute.</i></li> <li>When children are confident, add some negatives e.g., <i>Non mi piace il formaggio, ma fa bene alla salute.</i></li> <li>Repeat with things that are bad for your teeth e.g., <i>Mi piace il cioccolato ma fa male ai denti.</i></li> <li>Make a Noughts and Crosses (<i>Tris</i>) grid to contain a variety of foods. The child who selects a cell must make up a whole sentence using the model proposed in the previous activities.</li> <li>Recap in English the relationship between the two simple sentences and which connective (<i>e</i> or <i>ma</i>) is appropriate.</li> <li>Children use word and phrase cards to rebuild jumbled sentences in groups. Each group reads out their sentence.</li> <li>Introduce food for Bonfire Night or another seasonal celebration e.g., <i>la cioccolata calda</i> (hot chocolate), <i>la zuppa / la minestra / il minestrone</i> (soup), <i>le patate al forno</i> (baked potatoes), <i>le salsicce</i> (sausages). Practise saying which ones are good or bad for your health / teeth.</li> <li>Encourage children to work out the written forms of these words by segmenting the words into individual sounds and then, as a whole class, encoding to form the written word.</li> <li>Working in pairs, children use word and phrase cards to create sentences about their favourite Bonfire Night food and drinks. Invite them to read out their sentences.</li> <li>Extension: Children use bilingual dictionaries to find additional words for party food. They copy these onto text cards and use them to make new sentences.</li> <li>Extension: Children put what they have learnt together into a simple conversation with a partner. For example: <i>Che cos'hai da mangiare? Ho... Ti piace...? Sì, ma preferisco... Fanno bene alla salute.</i></li> </ul>		<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, children practise building sentences with word cards about healthy food and seasonal food. They read them aloud to a partner or to the class.</li> <li>Link with literacy work: The fourth activity links to work on writing simple and compound sentences using a range of connectives.</li> </ul>

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<b>Section 4. Celebrations</b>			
<ul style="list-style-type: none"> <li>• to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>• to write words, phrases and short sentences using a reference (L5.3)</li> <li>• to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)</li> <li>• to understand that words will not always have a direct equivalent in their own language (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Play a game of Chinese Whispers to revise how to say the date e.g., <i>martedì, 2 novembre</i> (see 'Points to note').</li> <li>• Discuss the British tradition of Bonfire Night. Ask children to say its date in Italian. Discuss the origins of the tradition, how we celebrate it today and the kinds of food we eat. Tell children about some Italian festivals (see 'Points to note' for ideas).</li> <li>• Create a classroom display or presentation in Italian and English comparing celebrations or festivals in the two countries.</li> <li>• Extension: Children listen to the tune of the Italian national anthem, and compare it with the British one (see 'Points to note').</li> </ul>	<ul style="list-style-type: none"> <li>• talk about traditions that affect people's lives and compare the similarities and differences</li> <li>• use word cards or word lists to create phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• To play Chinese Whispers: Prepare sets of cards showing the numbers to 31, the days of the week and the months of the year. Stick these up around the room. Divide the class into four or five teams and ask them to sit on the carpet in rows. Each child sitting on the end of his / her team is nominated as the leader for that team. The child sitting at the opposite end of each team is nominated as the caller. Ask every child except the leaders to close their eyes as you point to a day, a number and a month flashcard. The rest of the class open their eyes and, on your command, all leaders whisper the date you have pointed to in the ear of the next child. The date then gets whispered and passed on by each child in the respective teams until it reaches the caller. Once the callers have heard the date, they raise their hand. Invite the caller from the quickest team to come to the front and select the correct date from the three sets of flashcards and, with the help of two other team members, to make a sentence. Everybody then reads out the date and, if it matches the date given initially, the team wins a point.</li> <li>• Follow-up: Throughout the week, play the date game and practise saying the date every day.</li> </ul>

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			<ul style="list-style-type: none"> <li>• There are many local festivals in Italy and these occur throughout the year. Some famous ones include <i>Il Carnevale (in Venice, Viareggio and other places)</i>.</li> <li>• Village festivals often celebrate food and drink. <i>La sagra del / della...</i> Children could research, for example, some festivals in small towns in Italy.</li> <li>• Follow-up: Continue creating labels and pictures for the class display.</li> </ul>
<b>Section 5. Food for a celebration</b>			
<ul style="list-style-type: none"> <li>• to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>• to re-read frequently a variety of texts (L5.1)</li> <li>• to compare symbols and objects or products which represent their own culture with those of another country (IU5.3)</li> <li>• to notice different texttypes and use authentic texts (KAL)</li> <li>• to use actions and rhymes to aid memorisation (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce ingredients for a recipe with flashcards or real food items. Choose a dish that is suitable for a celebration and fits in with the healthy food theme.</li> <li>• Demonstrate how to make the dish, repeating the instructions two or three times. Encourage children to repeat the instructions as they mime them.</li> <li>• Display the recipe. Ask children what genre of text it is and how they know. Discuss the features of instructional texts.</li> <li>• Read aloud the written instructions and children mime the actions.</li> <li>• Display, in random order, six sentences from the text in different colours. Give children six multi-link cubes in corresponding colours. Read out the recipe. When children hear one of the displayed instructions, they take a cube in the corresponding colour and begin to build a tower. Allow some children to work in pairs.</li> <li>• Ask children to come out to the front and underline verbs in the recipe. Ask them to guess what the verbs mean in English.</li> <li>• Play <i>Simone dice</i> (Simon Says) to practise the verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main points from spoken language that includes unfamiliar language</li> <li>• read aloud non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a recipe that contains some food vocabulary already familiar to children.</li> <li>• The recipes used as examples in this section and the next are written in the <i>tu</i> form (familiar, singular), as they are intended for children.</li> </ul>

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	<ul style="list-style-type: none"> <li>Phonic focus: Play the Missing Graphemes game. Write words on the board with graphemes missing. Say each word and ask children to supply the missing letters. For example, <i>me(l)a</i>, <i>aran(c)a</i>, <i>zucche(r)o</i>. Other words could be spelt as a group activity. First, ask children to listen to the word and work out how many sounds they can hear – they could use counters to help them. Agree on the correct number and ask that number of children to come to the front. Give them each a letter card but ask them to keep it hidden. Divide the class into groups and ask the first group to write the first phoneme of the word on a mini-whiteboard. They confer and then show it to the class. As a check, the first child reveals the first card. Repeat this with the second group and the second child, etc.</li> <li>Extension: Children use the internet to research other recipes.</li> </ul>		<ul style="list-style-type: none"> <li>An example of a recipe for <i>spiedini di frutta</i> (fruit kebabs):  <i>Hai bisogno di:</i> You need:  <i>spiedini</i> small wooden skewers <i>banane</i> bananas <i>mele</i> apples <i>arance</i> oranges <i>un limone</i> a lemon <i>zucchero</i> sugar  <i>Sbuccia le banane</i> Peel the bananas <i>Tagliale a fette</i> Cut into rounds <i>Sbuccia le mele</i> Peel the apples <i>Tagliale in quarti</i> Cut into quarters <i>Spremi il limone</i> Squeeze the lemon  <i>Versa il succo sulla frutta</i> Pour the juice on the fruit <i>Spargi un po' di zucchero</i> Sprinkle on some sugar <i>Sbuccia le arance</i> Peel the oranges <i>Dividile in quarti</i> Divide into quarters <i>Infilza la frutta nei bastoncini di legno</i> Put the fruit on to wooden skewers.)</li> </ul>

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			<ul style="list-style-type: none"> <li>• As an alternative to demonstrating the recipe, use pictures or interactive whiteboard images.</li> <li>• Consider making a video of children making the <i>spiedini</i>, commenting on their actions as they follow the recipe, in the manner of a television cookery expert.</li> <li>• Link with literacy work: The third activity links to writing instructional texts in year 3 (using their knowledge of the features of instructional writing).</li> <li>• Encourage children who find pronunciation of new words difficult to watch the shape of your mouth as you say them.</li> <li>• When playing the Missing Graphemes game, the missing letter or letters should represent a phoneme that children have focused on.</li> <li>• Follow-up: Throughout the week, play <i>Simone dice</i> to practise the verbs. Encourage confident children to lead the game.</li> <li>• Follow-up: Children make the recipe, following the written instructions.</li> <li>• Follow-up: Talk about other foods associated with celebrations. Compare an Italian meal for Christmas with one the children might eat. Introduce <i>Il panettone, il pandoro, il torrone</i> etc. eaten for Christmas in Italy. Compare food traditions at Easter.</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 6. Pizza time</b>			
<ul style="list-style-type: none"> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to re-read frequently a variety of short texts (L5.1)</li> <li>to write words, phrases and short sentences using a reference (L5.3)</li> <li>to notice different text types and use authentic texts (KAL)</li> <li>to use a dictionary or word list (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Revise instructions used in the recipe in the previous session. Explain to children that they are going to work on a recipe for pizza and use interactive whiteboard images to present some new instructions e.g., <i>aggiungere il formaggio grattugiato</i> (add grated cheese), <i>cuocere la pizza nel forno</i> (heat the pizza in the oven)</li> <li>Display the recipe and demonstrate how to make the pizza. Invite some children to help. During the demonstration, read aloud the instructions and the class repeat.</li> <li>Use the recipe as a writing frame and model how to create a recipe for a new pizza. Ask children to suggest toppings for an unhealthy pizza. Discuss which verbs and nouns would need to be changed. As a class, create a new text.</li> <li>In pairs, children write their own pizza recipe. This can be for a healthy or unhealthy pizza. They use a bilingual dictionary to find new food words. Give children needing extra support a writing frame in which they change only the nouns. Provide word and picture cards as additional support.</li> <li>Extension: Children write a second recipe for a different kind of pizza (e.g. healthy or unhealthy).</li> </ul>	<ul style="list-style-type: none"> <li>understand the main points of spoken language that includes familiar language</li> <li>read fiction and non-fiction texts</li> <li>choose words, phrases and sentences and write them into a gapped text</li> <li>use a bilingual dictionary or word list</li> </ul>	<ul style="list-style-type: none"> <li>An example of a pizza recipe: <i>Hai bisogno di:</i> You need:  <i>un pane arabo</i> pitta bread <i>salsa di pomodoro</i> tomato sauce <i>pomodori</i> tomatoes <i>funghi</i> mushrooms <i>formaggio grattugiato</i> grated cheese <i>Distendi la salsa sul pane arabo</i> Put the sauce on the pitta bread <i>Taglia I pomodori e I funghi a fette</i> Cut the tomatoes and mushrooms into slices <i>Metti I pomodori ed I funghi sul pane arabo</i> Put the tomatoes and mushrooms onto the pitta bread <i>Aggiungi il formaggio grattugiato</i> Add grated cheese <i>Cuoci la pizza nel forno.</i> Heat the pizza in the oven.)  Links with literacy work: The third, fourth and extension activities link to creating instructional texts using appropriate structures in year 3.</li> </ul>
<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 work in pairs to make their pizzas. They video-record each other to make a TV cookery program and add the instructions as a commentary.</li> <li>Extension: Children use ICT to produce their recipe as a magazine article with a photograph of the finished pizza. If they take pictures of the ingredients and the method, they can put them into a word-processed document and print out as a booklet.</li> </ul>	<ul style="list-style-type: none"> <li>use Italian for real purposes to give instructions for making a pizza</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: If the school has a partner school in Italy, exchange recipes by email and send them the video of the TV cookery program.</li> </ul>