

## Unit 16 – La spiaggia (Beach scene)

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### About the unit

In this unit children use both new and familiar language to describe a painting. The one used here is *La spiaggia* by Guttuso but you can substitute an alternative. Children use their knowledge to write and perform their own text inspired by the painting.

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### Where the unit fits in

In this unit children have the opportunity to revise colours in addition to the agreement and position of adjectives (first met in Unit 4).

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### Prior learning

It is helpful if children already know:

- some colours
- agreement and position of feminine adjectives
- *che*
- some instructions used in simple recipes

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### New language

- Giving a simple description (of a scene or place)
- Using adjectives to add interest and detail to a description
- Writing instructions
- Regular verbs: third person singular and plural forms
- *Fare* (irregular): *lui / lei fa*
- *È, Non è* + noun
- Phonic focus: revision of *gli / ð/* and double consonants

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### Resources

- Colour photocopies and / or an image of the Guttuso's painting *La spiaggia*
- Large sentence cards to describe the picture and sets of smaller ones
- Photos or postcards of beach scenes and coastlines in the UK and in Italy
- Word cards for features of a beach scene
- Copies of the rhyme *La spiaggia* (available at the end of this unit)
- Coloured pens or pencils
- Class and individual writing frames with instruction words for a recipe

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## Links with other subjects

Primary framework for literacy: compare different types of narrative and informational texts and identify how they are structured; adapt handwriting for specific purposes, printing, use of italics; use a range of ICT programmes to present text, making informed choices about which electronic tools to use for different purposes

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Art and design: investigate art, craft and design in the locality and in a variety of genres, styles and traditions

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## Expectations

### At the end of this unit

**most children will:** listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation

**some children will not have made so much progress and will:** need to refer to visual clues when listening to a story or poem; copy using words or short phrases

**some children will have progressed further and will:** write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary

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## Language

### Core language

<i>(La donna) corre</i>	(The woman) is running
<i>(La donna) legge</i>	(The woman) is reading
<i>(Il ragazzo) dorme</i>	(The boy) is sleeping
<i>(L'uomo) prende il telo da spiaggia</i>	(The man) is taking the beach towel

*La gente prende il sole /  
parla / dorme*                      The people are lying in the sun /  
talking / sleeping

*È...*                                      It is...  
*Non è...*                                It is not...

*Prendi*                                    Take  
*Lascia*                                  Leave

### Additional language for this unit

<i>la sabbia</i>	the sand
<i>il cielo</i>	the sky
<i>la barca</i>	the boat
<i>la vela</i>	the sail
<i>la spiaggia</i>	the beach

<i>una baia</i>	a bay
<i>una scogliera</i>	a cliff
<i>una grotta</i>	a cave
<i>le conchiglie</i>	shells
<i>le rocce</i>	rocks
<i>i sassolini</i>	pebbles

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### Additional language for teachers

*Stiamo per giocare a Tris*                      We're going to play Noughts and Crosses

*Che fa la donna / l'uomo / il ragazzo?*                      What is the woman / man / boy doing?

*Che fa la gente?*                                      What are the people doing?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>Section 1. Beach scene</b>			
<ul style="list-style-type: none"> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to recognise patterns in simple sentences (KAL)</li> <li>to manipulate language by changing an element in a sentence (KAL)</li> <li>to develop accuracy in intonation and pronunciation (KAL)</li> <li>to integrate new language into previously learnt language (LLS)</li> <li>to apply grammatical knowledge to make sentences (LLS)</li> <li>to practise new language with a friend (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Show an image of the Guttuso's painting <i>La spiaggia</i>. Introduce new vocabulary and revise colours by describing an item e.g., <i>La sabbia è gialla</i> (The sand is yellow). Children indicate which part of the picture you are describing. This can be done by inviting one child to point to the correct part or by small groups working on their own copy of the picture. Repeat with other items such as <i>La vela è azzurra</i> (The sail is blue).</li> <li>Consolidate new vocabulary and practise pronunciation by playing some flashcard games (see Unit 6, Section 1 and Unit 12, Section 1).</li> <li>Read out more simple descriptions such as <i>La sedia a sdraio è bianca</i> and <i>Il costume da bagno è rosso</i> (The swimming costume is red) etc. Children draw a simple picture on mini-whiteboards or paper.</li> <li>Children work in pairs or small groups. Each child chooses up to three items from the Guttuso's picture. They relay this information, including colours, to their partner or other group members, who draw the corresponding pictures. They check this by describing what they have drawn.</li> <li>Children who find drawing difficult or time-consuming can be given the outlines of pre-drawn items on a worksheet. Some will benefit from having a semi-completed writing frame with a selection of nouns and adjectives to choose from.</li> <li>Extension: Children use a bilingual dictionary to look for other words connected to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>listen for and correctly identify specific words and phrases</li> <li>use previous knowledge and context to determine the meaning of new vocabulary</li> <li>pronounce short phrases with sufficient accuracy to relay information to others</li> </ul>	<ul style="list-style-type: none"> <li>You can show the painting on an interactive whiteboard or make colour copies for children to work from in groups.</li> <li>Renato Guttuso (1911-87) is thought to have painted this picture in the period 1952-56. It shows a crowded beach with people lying in the sun, with a woman running and another one reading a book, a man taking a beach towel and another one drying himself. Other figures in the scene walk, chat or play on the beach..</li> <li>Follow-up: Throughout the week, play <i>Tris</i> (Noughts and Crosses) combining new and previously learnt vocabulary. Use the interactive whiteboard to add and change the position of the pictures.</li> <li>Follow-up: Groups of children reproduce different parts of the picture and begin to build up a class display.</li> <li>Link with literacy work: The third activity links to work on descriptive writing in year 3.</li> </ul>
<b>Section 2. Bringing a picture to life</b>			
<ul style="list-style-type: none"> <li>to develop accuracy in intonation and pronunciation (KAL)</li> <li>to recognise the typical conventions of word order in the foreign language (KAL)</li> <li>to use actions and rhymes to aid memorisation (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Revise vocabulary and phrases from the previous session by playing <i>Tris</i> (Noughts and Crosses). In each square, put a noun and a colour from which children can make a phrase.</li> <li>Show the Guttuso's painting. Introduce some verbs e.g., <i>La donna corre</i> (The woman is running). Then ask <i>Che fa la donna?</i> (What is the woman doing?) and encourage children to repeat the answer <i>La donna corre</i>. Continue, encouraging children to repeat the answers e.g., <i>Che fa l'altra donna? L'altra donna legge. Che fa il ragazzo? Il ragazzo dorme</i>.</li> <li>Repeat, introducing some verbs in the plural e.g., <i>Che fanno le persone? Le</i></li> </ul>	<ul style="list-style-type: none"> <li>recall, retain and use words, phrases and sentences with increasing accuracy</li> <li>use actions and mime to aid memorisation</li> </ul>	<ul style="list-style-type: none"> <li>When revising familiar language, accept single words or phrases from less confident children.</li> <li>Follow-up: Throughout the week, play <i>Simone dice</i> (Simon Says) to practise the sentences.</li> <li>Follow-up: Play Secret Signal. Agree on two sentences and two children go out of the room. A child in the room is chosen as the secret</li> </ul>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<p><i>persone camminano / parlano / giocano</i></p> <ul style="list-style-type: none"> <li>• Encourage children to mime the above phrases. Invite individuals to choose a phrase for the class to mime.</li> <li>• Extension: Encourage children to link two simple sentences using <i>e</i> (conjunction) e.g., <i>La donna corre e il ragazzo dorme</i>.</li> <li>• Explain to children that they are going to bring the picture to life. Give groups part of the picture to freeze-frame. Each part is brought to life when that group hears their phrase.</li> <li>• ‘Conduct’ the class picture. Indicate to groups when they should start their mime. They also repeat their phrase until directed to stop. Repeat, with children taking on the role of conductor. Encourage less confident children to take on this role to increase their self-esteem.</li> </ul>		<p>signaller. The class choose a signal and, when the two children return, the class begin to chant one of the sentences. When the secret signal is given, the class begin to chant the second sentence. The aim of the game is for the two children to spot the identity of the secret signaller.</p> <ul style="list-style-type: none"> <li>• You could zoom in on different sections of the painting and capture the screen. Save the different segments as separate screens on the interactive whiteboard. Children could identify figures that they have found in enlarged segments of the picture, dress up as those characters and adopt the same pose. Digital photographs of the pose will stimulate them to describe themselves as the characters as well as to develop a deeper understanding of the whole painting.</li> <li>• Follow-up: Children bring the picture to life as a dance.</li> <li>• Link with literacy work: The sixth activity links to work in year 3, when children use some drama strategies to explore stories and issues.</li> </ul>
<b>Section 3. Writing a description</b>			
<ul style="list-style-type: none"> <li>• to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>• to write short phrases and sentences using a reference (L5.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Show the Guttuso’s picture. As a class, match sentence cards e.g., <i>Il ragazzo dorme / La donna corre / Le persone camminano</i> to the picture. Repeat this as a paired activity.</li> <li>• Give children in pairs a picture or postcard of a beach scene. Invite them to use their sentence cards as a model to write some sentences to describe their beach. Invite pairs to write one of their sentences on the board and</li> </ul>	<ul style="list-style-type: none"> <li>• write words, phrases and sentences using a model</li> <li>• understand how a simple sentence is written</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up: Throughout the week, read out one of the sentences but with an element changed e.g., <i>L’uomo magro prende il telo mare</i> becomes <i>L’uomo grasso prende il telo mare</i>. Children identify which element has changed and, if</li> </ul>

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<ul style="list-style-type: none"> <li>to recognise patterns in simple sentences (KAL)</li> <li>to recognise the typical conventions of word order in the new language (KAL)</li> <li>to manipulate language by changing one element in a sentence (KAL)</li> </ul>	<p>read it aloud. Give less confident children a list of possible sentences to choose from.</p> <ul style="list-style-type: none"> <li>Make a background on an interactive whiteboard, dividing it into three horizontal bands: the lower one is yellow to represent the beach, the middle one blue to represent the sea and the top one light blue to represent the sky. On a second screen, provide different figures that the children can paste into the first screen to populate the scene. They and the teacher use the picture to model a description.</li> <li>In English, ask children how they could make their sentences more interesting and elicit suggestions for Italian adjectives of colour and size. Invite children to suggest a suitable adjective for one of the sentences on the board. Say the new sentence. Encourage children to come to the board and write the adjective in the correct place e.g., <i>L'uomo magro prende il telo mare.</i></li> <li>Repeat with more sentences, and the class read these aloud.</li> <li>Extension: Children draw their own beach scene and write sentences to describe it.</li> </ul>		<p>appropriate, name the word class.</p> <ul style="list-style-type: none"> <li>Follow-up: Make an interactive display using the Guttuso's picture. Children write sentence strips and stick these onto the picture. They can add some strips with simple dialogue between people in the painting.</li> <li>Link with literacy work: The third activity links to work on composing sentences using adjectives for clarity and impact (year 3).</li> </ul>

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<b>Section 4. Comparing beaches</b>			
<ul style="list-style-type: none"> <li>to recognise similarities and differences between places (IU5.2)</li> <li>to look and listen for visual and aural clues (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Use a selection of photos or postcards of beaches in the UK and Italy to revise language from the unit.</li> <li>Discuss in English similarities and differences between beaches and coastlines in the UK and abroad. Children might have personal experiences to share. It may be appropriate to discuss the use of different coastal areas, such as shipping, fishing or tourism.</li> <li>Introduce names for some additional features in the photos or postcards e.g., <i>una baia</i> (a bay), <i>una scogliera</i> (a cliff), <i>una grotta</i> (a cave), <i>le conchiglie</i> (shells), <i>le rocce</i> (rocks), <i>i sassolini</i> (pebbles).</li> <li>Point to one of the features and ask e.g., <i>È una baia?</i> (Is it a bay?) Elicit <i>Sì, è una baia</i> (Yes, it is a bay). Then introduce some questions that will need a negative response e.g., <i>È una baia? No, non è una baia, è una scogliera.</i> (Is it a bay? No, it is not a bay. It is a cliff).</li> <li>Play Secret Signal to consolidate these new words (see Section 2).</li> <li>Use the interactive whiteboard or text cards to show children the written words. Ask individual children to come out and match the text to the pictures.</li> <li>Draw attention to the sound <i>gli /ʎ/</i> in <i>scogliera /skoʎ'ʎera/</i> and <i>conchiglie /kon'kiʎʎe/</i>. Say some other words and ask the children to listen for a similar sound (e.g., <i>figlio /'fiʎʎo/</i>, <i>bottiglia, /bott'iʎʎa</i> <i>famiglia /fa'miʎʎa/</i>, <i>coniglio /ko'niʎʎo/</i>). Draw attention to the sound of double consonants in <i>spiaggia /s'pjɑʎʎɑ/</i>, <i>sabbia /'sabbja/</i>, <i>grotta /'grɔʎʎta/</i>, <i>rocce /'rɔʎʎtʃe/</i>, <i>donna /'dɔʎʎna/</i> etc.</li> <li>Give children in pairs a copy of the rhyme <i>La spiaggia</i>. They are going to play at being 'language detectives'. Read the text aloud as children listen and look for words containing double consonants which they then circle. Some children may find it helpful to have picture clues to help them understand the text.</li> <li>Children continue to work on the text in pairs. They read it to themselves and underline, in colour, words that they either know or can guess the meaning of. They underline adjectives in a different colour. As a class they discuss strategies for working out the meaning of unfamiliar language. Ask children to comment on any other features of the text to see if they can identify the similes. Discuss this briefly.</li> <li>Extension: Children underline verbs and nouns in addition to adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>identify features of beaches in the UK and abroad</li> <li>identify key features of a spoken and written text</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, play games such as Secret Signal or <i>Tris</i> to practise vocabulary.</li> <li>Follow-up: Build a word bank of words containing <i>gli</i> and <i>double consonants</i> for children to pronounce and copy-write.</li> <li>Follow-up: Children use images and information from the internet to make a presentation about beaches around the world using presentation software.</li> <li>The Geograph British Isles website, <a href="http://www.geograph.org.uk">www.geograph.org.uk</a>, is sponsored by Ordnance Survey, whose purpose is to show photographs of every square kilometre of the British Isles. Children could search to find pictures of their locality and then describe the pictures.</li> </ul>

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<b>Section 5. Class poem</b>			
<ul style="list-style-type: none"> <li>to re-read frequently a variety of short texts (L5.1)</li> <li>to make simple sentences and short texts (L5.2)</li> <li>to notice different text types (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Select one of the photos or postcards showing a beach in a Italy. Explain to children that, together, they are going to create a poem about the picture.</li> <li>Display a writing frame which contains instruction words for a recipe e.g., <i>prendi, aggiungi, mescola, decora, lascia</i>. Ask children if they know any of these words and in which context they have previously met them. Mime the new verbs and invite children to guess their meaning. Children chorus the pronunciation.</li> <li>Explain to children that they are going to help you create a 'recipe' for the place in the picture. See 'Points to note' for an example of a possible text.</li> <li>Give each pair of children one copy of <i>La spiaggia</i>. They use this as a prompt to help them suggest 'ingredients'. Write their suggestions into the class writing frame and the class read the poem together. Discuss whether any editing is necessary, for instance can they suggest alternative adjectives from <i>La spiaggia</i> text?</li> <li>Highlight the sentence <i>Mescola con delle persone che nuotano</i> and discuss what they notice about the sentence. Ask for alternative verbs for that line e.g., <i>delle persone che parlano</i>, and add a second ingredient to that part of the poem. Some children may wish to extend this line further e.g., <i>delle persone che parlano e dei bambini che giocano</i></li> </ul>	<ul style="list-style-type: none"> <li>choose words, phrases and sentences for a class poem</li> </ul>	<ul style="list-style-type: none"> <li>An example of a possible text using the writing frame:   <i>Prendi un sole brillante e della sabbia dorata</i>  <i>Aggiungi una piccola barca rossa</i>  <i>Mescola con delle persone che nuotano</i>  <i>Decora con delle conchiglie bianche</i>  <i>Lascia al sole per una settimana</i>  <i>Ed ecco la spiaggia di Taormina</i>             Take a shining sun and some golden sand            Add a little red boat            Mix with people swimming            Decorate with some white shells            Leave in the sun for a week            And there you have the beach at Taormina</li> <li>The sentence <i>Mescola con delle persone che nuotano</i> introduces <i>nuotare</i> (to swim) in the third person plural. Children may recognise the word <i>che</i> if this has been used as a question word during Italian lessons.</li> <li>The writing frame may also contain adjectives learnt in previous units in order to help children develop the ability to retrieve and reuse language learnt in previous contexts. The interactive whiteboard is a powerful tool to promote this skill: one screen may contain the writing frame and another screen may contain a bank of vocabulary drawn from other units. Words can be copied or dragged into the writing frame. It is also useful to present a</li> </ul>

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			<p>version of the writing frame in the word-processing software that the children regularly use, so that they can work on drafting and redrafting their poem.</p> <ul style="list-style-type: none"> <li>Links with literacy work: The second, third and fourth activities link to work on writing instructional texts from year 3 onwards.</li> </ul>
<b>Section 6. Individual poems</b>			
<ul style="list-style-type: none"> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to make simple sentences and short texts (O5.2)</li> <li>to write words, phrases and short sentences using a reference (L5.3)</li> <li>to recognise patterns in simple sentences (KAL)</li> <li>to manipulate language by changing an element in a sentence (KAL)</li> <li>to apply grammatical knowledge when building sentences (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Read the class poem from the previous session and remind children how it was constructed.</li> <li>Children work in pairs or individually to create their own poem about Guttuso's picture, <i>La spiaggia</i>. Some children may benefit from a writing frame and illustrated word bank. Encourage children to think about how they can use ICT or styles of handwriting to present their poetry.</li> <li>Extension: Give children some other verbs to create sentences e.g., <i>metti, taglia, riscalda</i>. They can investigate other adjectives by using a bilingual dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>choose words, phrases and sentences to create a poem</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, children work on the written presentation of their poetry.</li> <li>Follow-up: The National Gallery's website, <a href="http://www.takeonepicture.org">www.takeonepicture.org</a>, provides opportunities for schools to explore further how pictures can provide a stimulus for cross-curricular work.</li> <li>Links with literacy work: The first activity links to responding to poetry from year 3. The second activity links to work on writing creatively, showing imagination through language. It also makes links to presenting written work through neat, legible, joined handwriting (year 4) or using word-processing packages to present written work.</li> </ul>

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	<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>In pairs or individually, children read their poems aloud to the class.</li> <li>The class evaluate the poems and suggest 'two stars and a wish' (two things that they liked about a poem and one idea for improving it).</li> </ul>	<ul style="list-style-type: none"> <li>read their poetry to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Children make an illustrated class book of their poetry for the class or school library.</li> <li>Follow-up: If the school has a Italian-speaking partner school, share children's poetry that they have written or particularly like via the internet.</li> <li>Link with literacy work: The second activity links to reflecting independently and critically on their own writing to improve it (year 5).</li> <li>To link with literacy and ICT objectives relating to the creation of multilayered texts, children could start with a copy of the Guttuso's picture and create hyperlinks from the picture to sentences that they have created in Italian. These could be simple descriptive sentences using adjectives of colour or size, or more complex sentences using similes.</li> <li>If the class have done the segmentation activity outlined in Section 2, 'Points to note', they could make a booklet of the sections they have analysed. If they present the booklet in digital format, they could also incorporate a short clip of appropriate Italian music.</li> </ul>

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	<p><b>La spiaggia</b></p> <p><i>Sulla spiaggia che è bollente prende il sole tanta gente Gente magra e gente grassa che sia alta o che sia bassa C'è chi dorme e si riposa e chi gioca senza posa Chi sdraiato vuol restare e chi corre verso il mare E se il mar non è in tempesta è per tutti una gran festa</i></p>	<p><b>The Beach</b></p> <p>On a boiling beach a lot of people is lying in the sun Skinny and fat people tall and short Someone is sleeping and having a rest someone else is playing without rest Someone wants just to lie down someone is running towards the sea And if the sea is not rough it's a great joy for everyone</p>	