

Unit 20 – Il nostro mondo (The world about us)

About the unit

In this unit children find out about some countries. There is an opportunity to exchange information on their local area with a school abroad.

Where the unit fits in

Children have learnt something about countries in Unit 7, animals in Unit 11 and habitats in Units 11 and 16. They are able to use this language to produce extended descriptions of locations and use persuasive writing to design advertisements.

Prior learning

It is helpful if children already know:

- the names of some countries
- *io vado*
- the names of some animals
- some modes of transport
- some weather phrases
- *che temperatura c'è?*
- numbers for describing temperatures
- *che tempo c'è?* (see Units 7, 12 and 17)
- *oggi*
- *c'è / ci sono*
- the names of some geographical features.

New language

- Making statements (about travel to another country, the weather, animal habitats and geographical features)
- Plural indefinite article (*degli – delle*)
- Adverbial phrases for times of day
- Phonic focus: *ce* /tʃe/ ; *c'è* /tʃɛ/ ; *che* /ke/ ; *ne* /ne/ ; *gn* /ɲ/ ; revision of key phonemes

Resources

- Large map or globe
- Cut-outs of the continents
- Short musical extracts to represent each continent
- Six hoops
- Sets of six 'emails' and envelopes labelled with the name of a continent
- Maps with countries marked
- Internet access for children
- Presentation software
- Picture flashcards or images of animals from around the world
- Small picture and word cards of animals
- Short text with true and false statements about where animals live
- Highlighter pens
- Pictures of some geographical features
- Images of geographical features and Ordnance Survey symbols on the interactive whiteboard
- Small picture and word cards of geographical features
- Images of Italy
- Writing frames for creating an advertisement

Links with other subjects

Primary framework for literacy: integrate words, images and sounds imaginatively for different purposes; use varied structures to shape and organise text coherently; select from a wide range of ICT programs to present text effectively and communicate information and ideas (year 6)

Geography: use appropriate geographical vocabulary; use atlases, globes, maps and plans at a range of scales; identify and describe what places are like; use secondary sources of information, including aerial photographs

ICT: talk about what information they need and how they can find and use it; share and exchange information in a variety of forms

Expectations

At the end of this unit

most children will: follow short descriptions in order to find specific information; obtain and understand information about Italy and foreign countries; write sentences describing a location

some children will not have made so much progress and will: say single words and short phrases; recall vocabulary and structures with prompting; copy short phrases

some children will have progressed further and will: achieve extended descriptions in accurate Italian, showing some attention to adjectival agreement and the plural indefinite article; demonstrate creativity and imagination in using known language in new contexts

Language

Core language

<i>L'Europa</i> (f)	Europe
<i>Dov'è...?</i>	Where is...?
<i>Dei / degli</i> (m) – <i>delle</i> (f)	some (indefinite plural)
<i>Il mattino</i> (m)	the morning
<i>Il pomeriggio</i> (m)	the afternoon

Additional language for this unit

<i>La Lombardia</i> (f)	Lombardy
<i>La Toscana</i> (f)	Tuscany
<i>Il Lazio</i> (m)	Lazio
<i>La Sicilia</i> (f)	Sicily
<i>La Liguria</i> (f)	Liguria
<i>L'America del Sud</i> (f)	South America
<i>L'Argentina</i> (f)	Argentina
<i>Il Brasile</i> (m)	Brazil
<i>L'America del Nord</i> (f)	North America
<i>Gli Stati Uniti</i> (m)	Usa
<i>L'Africa</i> (f)	Africa
<i>L'Egitto</i> (m)	Egypt
<i>L'Asia</i> (f)	Asia
<i>L'Oceania</i> (f)	Australasia
<i>L'Europa</i> (f)	Europe
<i>L'Italia</i> (f)	Italy
<i>La Gran Bretagna</i> (f)	Great Britain
<i>una mucca / delle mucche</i> (f)	a cow / cows

<i>un cavallo / dei cavalli</i> (m)	a horse / horses
<i>un lupo / dei lupi</i> (m)	a wolf / wolves
<i>un orso / degli orsi</i> (m)	a bear / bears
<i>un cinghiale / dei cinghiali</i> (m)	a boar / boars
<i>una rondine / delle rondini</i> (f)	a swallow / swallows
<i>un'aquila / delle aquile</i> (f)	an eagle / eagles
<i>un canguro / dei canguri</i> (m)	a Kangaroo / Kangaroos
<i>un leone / dei leoni</i> (m)	a lion / lions
<i>una tigre / delle tigri</i> (f)	a tiger / tigers
<i>un vulcano / dei vulcani</i> (m)	a volcano / volcanoes
<i>un ghiacciaio / dei ghiacciai</i> (m)	a glacier / glaciers
<i>una montagna / delle montagne</i> (f)	a mountain / mountains
<i>una valle / delle valli</i> (f)	a valley / valleys
<i>una collina / delle colline</i> (f)	a hill / hills
<i>il lago</i> (m)	the lake
<i>il mare</i> (m)	the sea
<i>delle spiagge</i> (f)	beaches
<i>delle foreste</i> (f)	forests
<i>dei fiumi</i> (m)	rivers
<i>Il deserto</i> (m)	the desert

Additional language for teachers

<i>Cosa c'è qui?</i>	What is there here?
<i>Cosa vedete / vedi?</i>	What do you (plural/singular) see?
<i>Ecco la descrizione di un paese immaginario</i>	Here is the description of an imaginary land
<i>Descrivi / descrivete il paese immaginario a un compagno</i>	describe (singular – plural) the imaginary land to a partner

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Crossing continents			
<ul style="list-style-type: none"> to understand the main points and simple opinions in a spoken story (O6.1) to read and understand the main points and some detail from a short written passage (L6.1) to identify different text types and read short, authentic texts for enjoyment or information (L6.2) to use context and previous knowledge to help understanding and reading skills (LLS) 	<ul style="list-style-type: none"> Remind children of the names of some countries previously learnt (see Unit 7) and locate these on a large map or globe. Locate and mark some new countries as you say their names e.g., <i>il Brasile</i> (Brazil), <i>gli Stati Uniti</i> (USA). Before showing the written words, give the children the opportunity to try writing them using their knowledge of phoneme–grapheme correspondence. For support, say the words very slowly, breaking them down into phonemes. List the words on the board. Discuss differences in pronunciation between English and Italian. In the hall, play the Phoneme–Grapheme Running Game. Place grapheme cards, such as <i>gn</i>, <i>ce</i>, around the hall, call out the name of a country and the children must run to the appropriate card e.g., one representing a sound in the country's name. Repeat the names of the countries and clap each syllable. Children guess the country. Display a cut-out shape of each continent and say its name for children to repeat e.g., <i>L'Europa</i> (Europe), <i>l'Africa</i> (Africa), <i>l'America del Sud</i> (South America), <i>l'America del Nord</i> (North America), <i>l'Asia</i> (Asia), <i>l'Oceania</i> (Australasia). Use satellite-imaging software to zoom in on different continents and countries from space. Children can see the shapes of the continents and, as they zoom in on different countries, they can see the relief and describe possible weather conditions. Point to the shape of a continent and say its name in a particular manner e.g., quickly /slowly / loudly / quietly. Children copy. Invite individual children to the front to point to a continent as you say its name. Play a short musical extract relating to each continent in turn. Ask children to listen and then, with a partner, to list the continents in the order that they heard them. Repeat the music and encourage them to check their answers. Take feedback and arrange the cut-outs in the correct order on the board as you repeat the names. 	<ul style="list-style-type: none"> understand and name the continents name some countries are aware of features of a particular area such as weather and animals understand short written passages about continents 	<ul style="list-style-type: none"> When introducing new countries it might be helpful to link with flags and football teams. Choose some short musical extracts to represent the continents e.g., African drums, Australian didgeridoo, North American jazz, South American panpipes. Clips may be incorporated into a link to an electronic map of the country so that the music plays when the country is clicked. Use some known animals to represent the continents, such as <i>il canguro</i> (<i>l'Oceania</i>), <i>la rondine</i> (<i>l'Europa</i>), <i>il cavallo</i> (<i>l'America del Nord</i>) Grammar note: When using the preposition 'to' + a country or continent, use the following rule: <ul style="list-style-type: none"> <i>lo vado + in + names of continents or countries</i> excepting isles with plural names e.g., <i>lo vado in Africa</i>, <i>in Brasile</i> – I'm going to Africa, to Brazil. <i>lo vado ai Caraibi</i> – I'm going to the Caribbeans. <i>lo parto + per + article + names of continents or countries</i> Follow-up: Throughout the week, hold up cut-outs of the continents and children say their names.

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	<ul style="list-style-type: none"> • Divide the class into two teams to play <i>Toccate l'immagine</i> (Touch the Picture). One child from each team comes to the front. Call out a continent and the first one to touch the correct cut-out wins a point for their team. • Place six hoops on the floor. Children give each hoop the name of a continent. Challenge a volunteer to jump from hoop to hoop as you describe each continent e.g., <i>Io vado in Africa e ci sono dei leoni</i> (I'm going to Africa and there are lions). • Give children in groups of four a set of 'emails' from travellers going to each continent and six envelopes (each with the name of a continent written on it). Each email has the name of the traveller and information from the previous activity. Other familiar language such as the weather and mode of transport can be included e.g., <i>Mi chiamo David. Vado in aereo. Ci sono dei canguri e fa molto caldo.</i> (My name is David. I am going by plane. There are kangaroos and it is very hot.) In their groups, children read their emails and decide to which continent they refer. Provide some groups with pictures or symbols to help them. Children place the email in the appropriate named envelope and 'post' it to the corresponding hoop. Count as a class the number of envelopes that were correctly posted and the number of envelopes that contained the correct email. • Extension: Challenge the class to see how many continents and countries they can remember. Invite them to predict how many they will be able to recall. Will it be 10, or more? • Extension: Say to the class, for example, <i>vado in America del Nord</i>. Invite a child to repeat this and then add another country or continent e.g., <i>Vado in America del Nord e vado in Italia</i>. The game continues around the class until the total of countries and continents reaches six. The child who adds on the sixth item gains a point and starts the new round. Every time an item is left out, the game passes to the next player. • Extension: Children label a map of the world with the continents and known countries. They can do this on the interactive whiteboard and print out the completed screen. 		<ul style="list-style-type: none"> • Follow-up: Children use the internet to research information about the continents and some of their countries. They create a display for the classroom or hall and include labelled pictures of animals, landmarks and famous people. • The last activity before the extension activities could also be in the form of 'text messages' with photographs sent from the personal digital assistant or mobile phone of an imaginary Italian student on a round-the-world tour. The class reads a different message displayed each day on the interactive whiteboard. They plot the student's itinerary on a map and then collate the screens to make a booklet describing the journey.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE																
Section 2. Weather in Africa																			
<ul style="list-style-type: none"> to use spoken language confidently to initiate and sustain conversation and to tell stories (O6.4) to read and understand the main points and some detail from a short written passage (L6.1) to write sentences on a range of topics using a model (L6.4) to plan and prepare–analyse what needs to be done in order to carry out a task (LLS) 	<ul style="list-style-type: none"> Display an image of some continents. Use images or actions to revise weather phrases (see Unit 7, Section 3; Unit 12, Section 1 and Unit 17, Section 1). Revise <i>Che tempo c'è in... ?</i> with the above countries. Give pairs of children different combinations of two of the above countries. Ask them to use the internet to investigate the weather. They should find out the morning and afternoon temperatures and what the weather is like. Ask children to decide how they are going to record their findings. Some children may prefer to be given a simple grid such as the one below. Give all children a simple grid on which to transfer their data. They should note the temperatures and draw symbols or write words to show the weather e.g., <table border="1" data-bbox="506 671 1274 834"> <thead> <tr> <th></th> <th><i>Mattina</i></th> <th><i>Pomeriggio</i></th> <th><i>Tempo</i></th> </tr> </thead> <tbody> <tr> <td><i>Egitto</i></td> <td>30°</td> <td>35°</td> <td><i>soleggiato</i></td> </tr> <tr> <td><i>Ghana</i></td> <td>26°</td> <td>32°</td> <td><i>nuvoloso</i></td> </tr> <tr> <td>...</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> They move around the class to find children who have the information missing from their own grid. They ask, for example, <i>Che temperatura c'è in Egitto? Che tempo c'è?</i> Give some children written prompts to help them ask the questions. Children work with their partner to create a weather report using presentation software. Choose some pairs to present their work. The class offer them feedback in the form of 'Two Stars and a Wish'. Extension: Children extend their investigation to other countries around the world. They can use a bilingual dictionary as a reference source. 		<i>Mattina</i>	<i>Pomeriggio</i>	<i>Tempo</i>	<i>Egitto</i>	30°	35°	<i>soleggiato</i>	<i>Ghana</i>	26°	32°	<i>nuvoloso</i>	...				<ul style="list-style-type: none"> investigate weather understand and give descriptions of the weather create a weather report using presentation software 	<ul style="list-style-type: none"> Point out to children that different languages are spoken in the focus countries. If there are any children from these countries in the class or school, find out from them which languages they speak. Use satellite-imaging software to show children the landscape e.g., of Egypt, and predict the weather on the coast and in the desert. Encourage children to ask and answer each other in Italian when completing their weather grids. Follow-up: Children make labelled weather cards for display in the classroom or hall. Follow-up: Throughout the week, children look up the daily weather report in six focus countries. They collate the information in a bar chart. Follow-up: Children investigate weather in other countries in Africa to compare across the continent on the same day. Follow-up: Throughout the week, children post a daily weather report in the main entrance. Follow-up: If the school has a partner school in Italy, make a comparison of weather conditions.
	<i>Mattina</i>	<i>Pomeriggio</i>	<i>Tempo</i>																
<i>Egitto</i>	30°	35°	<i>soleggiato</i>																
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...																			

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 3. Animals at home			
<ul style="list-style-type: none"> to understand the main points and simple opinions in a spoken story, song or passage (O6.1) to perform to an audience (O6.2) to read and understand the main points and some detail from a short written passage (L6.1) to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> Revise some known animals e.g., <i>un coniglio, un topo, un elefante, un canguro</i>. Introduce some new ones e.g., <i>una tigre</i> (a tiger), <i>un lupo</i> (a wolf), <i>un serpente</i> (a snake), <i>un ratto</i> (a rat), <i>una lucertola</i> (a lizard). (See Unit 11, Section 1 for a suggested teaching sequence.) Alternatively, display the list of animals on the interactive whiteboard. Give the children a few minutes to study the words, then ask them to discuss their strategies for working out the meanings. When children are confident with the names of the animals, introduce these in the singular and plural written forms. In groups, children match pictures of animals (singular and plural) with the correct word cards e.g., <i>un coniglio, dei conigli</i>. Ask children to spot the differences between the singular and plural word cards e.g., the singular and plural indefinite articles (<i>un / dei</i>) Give children some word cards for familiar animals in the singular and plural forms. These should all be feminine e.g., <i>una gallina / delle galline, una tartaruga / delle tartarughe, una rondine / delle rondini</i>. Tell them to mix these up with the word cards from the previous activity. Ask them to work in their groups to sort the word cards by animal and then by masculine, feminine and plural words. Ask them what they notice about the indefinite article and elicit that the plural form changes according to whether the word is masculine or feminine. Give children a text about animals that live on the different continents. This should contain true and false statements. (See 'Points to note' for an example of a text.) Ask them to work with a partner and highlight the false responses to questions in the text. They alter the false statements and write them out correctly, substituting the correct words. Some children may benefit from having a prompt sheet with the continents and pictures of animals that live there. Children work in pairs to practise the text as an interview with a famous explorer. Encourage some children to memorise part of their dialogue. Invite each pair to present their interview to another pair. Extension: Children add to their interviews by asking which habitats animals live in e.g., <i>Ci sono dei canguri nella savana?</i> (see Units 11 and 17). 	<ul style="list-style-type: none"> recognise, understand and use language about animals and where they live recognise masculine and feminine nouns with the indefinite article know how to make the plural of the indefinite article ask and answer the question <i>C'è / Ci sono ...?</i> read a text and find true and false information alter a text appropriately create a performance from a written text 	<ul style="list-style-type: none"> An example of a text with true and false statements: <i>Ci sono degli elefanti in Portogallo?</i> (Are there any elephants in Portugal?) <i>Sì, ci sono degli elefanti in Portogallo.</i> (Yes, there are some elephants in Portugal) <i>Ci sono delle tigri in India?</i> (are there any tigers in India?) <i>Sì ci sono delle tigri in India.</i> (Yes, there are some tigers in India). Follow-up: Throughout the week, practise animal names in the singular and plural by playing games. If using the interactive whiteboard, move the animals round or change them regularly. Encourage children to make a statement about the animal they choose. The interactive whiteboard will help children to grasp the relationship between singular and plural. Follow-up: Children create a labelled display of animals and their habitats. Encourage children to use an expressive voice tone when asking questions. Follow-up: Children perform their interviews to the class. Follow-up: Children explore the internet to find information on Italian zoos. Links with literacy work: The fifth activity and the extension activity link to work on using and exploring different question types in year 5

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 4. Landscapes			
<ul style="list-style-type: none"> • to use spoken language confidently to initiate and sustain conversations (O6.4) • to match sound to sentences and paragraphs (L6.3) • to notice and match agreements (KAL) • to devise questions for authentic use (KAL) • to recognise patterns in the foreign language (KAL) 	<ul style="list-style-type: none"> • Use pictures to revise the names of some geographical features e.g., <i>una spiaggia, una foresta, un fiume, un mare</i>. Introduce some new features e.g., <i>una montagna</i> (a mountain), <i>una valle</i> (a valley), <i>un vulcano</i> (a volcano), <i>un deserto</i> (a desert), <i>un ghiacciaio</i> (a glacier). Use satellite-imaging software to view examples of these features. Draw attention to the new phoneme /ɲ/ (<i>gn</i>) and practise pronouncing it. Show the children its written form. • Play Secret Signal to consolidate these new words (see Unit 16, Section 2). • Choose pictures of nine known and new geographical features to play Noughts and Crosses (see Unit 10, Section 3). • Use the pictures to practise some differentiated questioning e.g., <i>È una montagna, sì o no? È una valle o un fiume? Che cos'è?</i> • Play some mix-and-match games on the interactive whiteboard to link Ordnance Survey symbols to geographical features. • Before showing the written words, give children the opportunity to experiment with writing them themselves. Words they could try include <i>vulcano, valle</i> and <i>fiume</i>. • Use the interactive whiteboard or text cards to show children the written words. Ask individual children to come out to match the text and pictures. • When children are confident about these new words, introduce the written form in both singular and plural (see Section 3 for suggested teaching sequence). • Link geographical features to countries by pointing to areas on a map and asking questions e.g., <i>Ci sono delle montagne qui? Ci sono delle montagne o dei fiumi qui? Che cosa c'è qui? (What is there here?)</i> • Play Landscape Bingo to practise the indefinite article in the singular and plural. Ask children to choose three geographical features and quickly draw each one as a single item and a plural e.g., <i>un vulcano</i> and <i>dei vulcani</i>. • Put eight numbered sentences describing a landscape on the board e.g., <i>Ci sono delle montagne</i>. Read these aloud as a whole class. • You read each sentence again, including a country e.g., <i>In Italia, ci sono delle montagne</i>. Children work with a partner to note the number of the sentence on a mini-whiteboard in the order in which they hear them. • Play Smoke Signals. Whisper a message (either a question or statement 	<ul style="list-style-type: none"> • understand and describe key features of a country or place • ask, respond to and read questions and statements about geographical features 	<ul style="list-style-type: none"> • Ensure that groupings allow all children to participate in activities. • Follow-up: Children make a labelled display of geographical features. • Follow-up: Throughout the week, play Landscape Bingo. • Follow-up: Set puzzles for children. Ask them if certain features of landscape exist in certain countries e.g., <i>Ci sono dei vulcani in Gran Bretagna?</i> They use the internet to find out the names of these features. • Link with literacy work: The extension activity links to work on writing cohesive paragraphs in year

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	<p>about a landscape) to a child. The child mimes the message to a second child who says the message in Italian to a third child, who writes it on the board.</p> <ul style="list-style-type: none"> • Extension: Children produce short written passages about a continent. They include geographical features, weather and animals. 		
Section 5. Describing another country			
<ul style="list-style-type: none"> • to understand the main points and simple opinions in a spoken story, song or passage (O6.1) • to understand longer and more complex phrases and sentences (O6.3) • to write sentences on a range of topics using a model (L6.4) • to present information on an aspect of culture (IU6.3) 	<ul style="list-style-type: none"> • Take children on a ‘mind walk’ through an imaginary land. Ask them to close their eyes and imagine the scene that you describe e.g., <i>Vado in Africa in aereo. Ci sono dei leoni che corrono nella savanna, delle tigri e degli elefanti. Ci sono degli uccelli rossi, degli uccelli gialli e degli uccelli blu. C’è il sole.</i> (I am going to Africa by plane. There are lions running in the savanna, tigers and elephants. There are red birds, yellow birds and blue birds. It is sunny.) Children open their eyes and, in Italian, report to their partner what they saw in the imaginary land. Allow some children to do this in English. • Provide a series of backgrounds for interactive whiteboard screens and images of animals for each. Children drag the birds and animals onto the screen, describing them as they do so. • Display some images of Italy that depict varied terrain, animals and weather. Invite children to describe what they see and record this on a flipchart e.g., <i>In Italia, ci sono delle montagne.</i> • Display some images of an additional country. Repeat the previous activity. • Children work in pairs or groups. They choose one of the above two countries and write five statements about them. Invite volunteers to read aloud their texts. Provide some children with writing frames to support their writing. • Extension: Children select additional known vocabulary to add to their text. More able children might incorporate appropriate sound clips to heighten the atmosphere. • Extension: More able children could use the interactive whiteboard to design an imaginary island with different geographical features. They import pictures into the background and describe the completed picture. 	<ul style="list-style-type: none"> • understand a description of another country • describe some key features of another country • write a simple description of key features of another country 	<ul style="list-style-type: none"> • In the ‘mind walk’, use familiar, descriptive vocabulary such as colours and verbs. If using an interactive whiteboard with a screen recording function, children can record their mind walk as they move elements of a picture into place on a background. The sequence can be played back and used as evidence of ability to speak at length. • Ensure that you speak clearly when reading a text to children and be ready to repeat it two or three times. • If the school is using the European Languages Portfolio, the written work from this unit can be used as a piece of evidence of children’s progress. See the National Advisory Centre for Early Language Learning (NACELL) website for more details of the Portfolio: www.nacell.org.uk. A screen recording of a mind walk, outlined above, could also provide evidence of speaking skills for this unit. • Follow-up: Throughout the week, choose examples of children’s

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			<p>written work to read aloud. The class close their eyes and repeat the mind walk activity.</p> <ul style="list-style-type: none"> • Follow-up: Build on the work done in Unit 16 by looking at more paintings that illustrate different environments. • Follow-up: Children create a display in which they use their written statements to make a comparison between Italy and other countries. • Follow-up: Children do some individual research on other countries and present this to the class.
Section 6. Creating an advertisement			
<ul style="list-style-type: none"> • to write sentences on a range of topics using a model (L6.4) • to present information about an aspect of culture (IU6.3) • to use knowledge of word order and sentence construction to build simple spoken and written passages (KAL) • to plan and prepare—analyse what needs to be done in order to carry out a task (LLS) 	<ul style="list-style-type: none"> • Children create an advertisement to promote visiting a country. Children use a writing frame to work individually to draft some text for their advertisement. They pool their ideas in groups of four and decide on the content and presentation of their group's advertisement. Encourage them to use persuasive language e.g., <i>L'Italia è fantastica!</i> • Explain that they will present their advertisements to the class in the next session. 	<ul style="list-style-type: none"> • express similarities and differences between places • have knowledge of some cultural differences and similarities between countries • construct a short, persuasive text 	<ul style="list-style-type: none"> • To help children with the first activity, show some examples from magazines or tourist brochures, or visit a country's tourism website. • Allow children to use dictionaries and encourage them to create multimedia presentations. Encourage children to list at the end of the presentation the websites and resources they have used. • Children could use ICT to create their advertisements e.g., adding sound clips to a presentation.

	End-of-unit activities		
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Children present their work to the class. They evaluate their own and each other's work, and make appropriate changes. They present their work in a display or to an assembly. Extension: Children create an individual advertisement for inclusion in their European Languages Portfolio (see Section 5). 	<ul style="list-style-type: none"> construct short texts to convey information about a location present information in a variety of ways 	<ul style="list-style-type: none"> If the school has an Italian partner school, the class could create and exchange advertisements for their local areas. Link with literacy work: The first activity links to work on evaluating advertisements for their impact, appeal and honesty, focusing in particular on how information is presented (year 4).