

Unit 23 – Creiamo un bar (Creating a café)

About the unit

In this unit children learn to ask for drinks, snacks and ice creams. They consolidate use of the euro with simple prices. They follow a recipe for a milkshake and justify their favourite choice.

Where the unit fits in

In this unit children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (Units 10 and 13) and buying something (Unit 6). They learn a song and perform in a play to practise the language learnt.

Prior learning

It is helpful if children already know:

- the names of some snacks and drinks
- numbers 1–20
- how to say they would like something
- *per favore*
- how to ask how much something is
- how to seek clarification when they don't understand
- how to express likes and dislikes
- *perché*
- text features of a recipe

New language

- Quantities (of food and drink)
- Expressing preferences (about food and drink)
- Qualifying opinions with *perché*
- Prepositions: *al, alla*
- Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of *gli /ʎ/*

Resources

- List of snacks, drinks and ice creams
- Small and large word cards of drinks, snacks and ice creams
- Dictionaries
- Images or picture flashcards to illustrate foods, drinks and in the “Peppina’s coffee” song.
- Italian café menu
- Coloured pens
- List of milkshakes
- Milkshake recipe
- Pictures or props to illustrate the milkshake recipe
- Ingredients and equipment for making a milkshake
- Props for an end-of-unit performance

Links with other subjects

Primary framework for literacy: tell a story using notes designed to cue techniques, such as repetition, recap and humour; perform a scripted scene, making use of dramatic conventions; explore how writers use language for comic and dramatic effects (year 5); use the techniques of dialogic talk to explore ideas, topics or issues; improvise using a range of drama strategies; devise a performance, considering how to adapt the performance for a specific audience (year 6)

Design and technology: follow safe procedures for food safety and hygiene

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

Music: sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression

PSHCE: know that differences and similarities between people arise from a number of factors, including cultural factors

Expectations

At the end of this unit

most children will: ask for certain drinks and snacks; understand sums of money; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit

some children will not have made so much progress and will: listen and respond to the names of drinks and snacks; respond with *sì* or *no*, gestures or short answers to questions about drinks and snacks or money; refer to text or visual clues when singing a song

some children will have progressed further and will: show confident recall of known language and structures

Language

Core language

<i>una limonata</i>	a lemonade
<i>un'acqua minerale</i>	a mineral water
<i>un succo d'arancia</i>	an orange juice
<i>un bicchiere di coca</i>	a glass of coke
<i>una cioccolata calda</i>	a hot chocolate
<i>un caffè</i>	a (black) coffee
<i>un caffèlatte</i>	a coffee with milk
<i>una tazza di tè</i>	a cup of tea
<i>un cappuccino</i>	a cappuccino
<i>un pacchetto di patatine</i>	a packet of crisps
<i>una porzione di patate fritte</i>	a portion of chips
<i>un gelato al cioccolato / alla fragola / alla vaniglia</i>	a chocolate / strawberry / vanilla ice cream
<i>Cosa desiderate?</i>	What would you like?
<i>Quant'è? / quanto costa?</i>	How much is that?
<i>Buon appetito!</i>	Enjoy!

Additional language for this unit

Vado al bar. I go into a café

un frullato a milkshake

Additional language for teachers

gli snack / gli spuntini (m) the snacks

le bevande (f) the drinks

i gelati (m) the ice creams

Cosa c'è nel menù? What is on the menu?

Taglia / Tagliate Cut (plural / singular)

Sbuccia / Sbucciate Peel (plural / singular)

Aggiungi / Aggiungete Add (plural / singular)

Mescola / Mescolate Mix (plural / singular)

Secondo il gusto / a piacere according to taste

Da gustare freddo eat or drink chilled

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Il bar Roma			
<ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to match sound to sentences and paragraphs (L6.3) to recognise patterns in the foreign language (KAL) to discuss language learning and reflect on and share ideas and experiences (LLS) 	<ul style="list-style-type: none"> Play Bar Roma. Give pairs of children a list of food (<i>gli snack / gli spuntini</i>), drinks (<i>le bevande</i>) and ice creams (<i>i gelati</i>) from a café menu. Include both familiar and new items e.g., <i>una porzione di patate fritte</i> (a portion of chips), <i>un pacchetto di patatine</i> (a packet of crisps), <i>un panino / tramezzino</i> (a sandwich), <i>una pizza / pizzetta</i> (a pizza), <i>una cioccolata calda</i> (a hot chocolate), <i>un caffèlatte</i> (a coffee with milk), <i>un succo d'arancia</i> (an orange juice), <i>una limonata</i> (a lemonade), <i>un bicchiere di coca</i> (a glass of coke), <i>un'acqua minerale</i> (a mineral water), <i>una tazza di tè</i> (a cup of tea), <i>un gelato al cioccolato / alla fragola / alla vaniglia</i> (a chocolate / strawberry / vanilla ice cream). Invite children to sort words that they know or can guess the meaning of into one group. They put unknown words into a second group. They then copy-write the words in two columns (known and unknown). They use a dictionary to find the meanings of the new words and write these down. Some children may prefer to use a bilingual word bank instead of a dictionary. They compare their results with another pair. Take feedback from the class. Encourage the children to use their knowledge of phoneme–grapheme correspondence to work out how to pronounce the new words they find. Give children individual word cards for the café items. Still in pairs, they sort them into drinks, snacks and ice creams. Display pictures of the items on the board in three groups as you say the words. Invite individual children to come out to the front and place a word card next to the appropriate picture. For the next part of the game, read out a selection of café items. Ask children to listen carefully and arrange the corresponding word cards in the correct order. Individual children read these back to the class for checking. Ask children to look carefully at the words <i>un gelato al...</i> and <i>un gelato alla...</i> Ask them to have a quick whispered conversation with their partner to work out why there is a difference. They share their suggestions with a second pair and feed back as a whole class. Ask children to mix up their word cards. Play Speed Sort. Call out a category e.g., <i>vorrei le bevande</i> (I would like the drinks). Give children 60 seconds to group the drinks together. Repeat for <i>gli snack / gli spuntini</i> (snacks) and <i>i gelati</i> (ice creams). As a follow-up, call out a category and children have to say three examples from that category. Extension: Children use a dictionary to find the Italian words for other items available in a café. 	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence 	<ul style="list-style-type: none"> Children needing extra support will find it helpful to have an illustrated list of café items and word cards. Follow-up: Throughout the week, children play <i>Tombola</i> (Bingo) with café items. Play Phoneme Tombola. Give the children cards with graphemes such as <i>gli /ʎ/, ch- /k/, è /ɛ/, and double sounds -cc /kk/, -tt /tt/, -zz /tts/, -ff /ff/</i>. Call out a snack or drink and the children cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this game, which is more challenging, you call out a phoneme and the children cross off an item that contains that sound. This could be played in pairs for support. Follow-up: Children create labelled pictures of snacks, drinks and ice creams for display. Follow-up: Play Speed Sort using phonemes as the category.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 2. The 'Peppina's coffee Song'			
<ul style="list-style-type: none"> to understand the main points and simple opinions in a spoken story, song or passage (O6.1) to compare attitudes towards everyday life (IU6.1) to use context and previous knowledge to help understanding (LLS) 	<ul style="list-style-type: none"> Ask children in pairs to recall as many food and drink items as they can. They feed back as a whole class. Read or sing the refrain and the first verse of <i>Il caffè della Peppina</i> (the "Peppina's coffee" song). Children listen out for food and, as a class, see how many they can remember and already know. As they say each item (in English or Italian), display an image or flashcard on the board, and say the Italian. Play games to practise the first items from the song e.g., mouth an item and children read your lips to guess the words. Show images of the items or flashcards by revealing them slowly and children say what they are. Play <i>Ripetete se è vero</i> (Repeat If It's True), where you point to and name a picture and children repeat only if you are correct. Display large word cards for these items on the board in random order. Repeat the song and stop after an item e.g., <i>il latte</i>. Invite a child to come out and find the appropriate card and place it next to the corresponding picture. Sing the song again but stop before naming the items. Children volunteer the items in their correct order. Provide some children with picture prompts to help them remember. The class join in with singing the song. Discuss the types of drinks, snacks and food mentioned in the song, discuss about the fact that it is a funny song, consider the humor of the song. <p>Would you find this kind of coffee in an Italian café? How important is coffee for Italian people? What kind of items would you find in an Italian café? And in an English café? What is the place of the café in English culture?</p> <ul style="list-style-type: none"> Extension: Children write out sections of the song and decorate these for a display. 	<ul style="list-style-type: none"> identify some snacks and drinks from a list and pronounce these with reasonable accuracy talk about the significance of cafés in people's lives 	<ul style="list-style-type: none"> The "Il caffè della Peppina" song is introduced to children in Sections 2 and 3. <p>Song "Il caffè della Peppina"</p> <p><i>Il caffè della Peppina non si beve alla mattina né col latte né col tè ma perché, perché, perché? La Peppina fa il caffè fa il caffè con la cioccolata ma ci mette la marmellata mezzo chilo di cipolle quattro o cinque caramelle sette ali di farfalle e poi dice: "Che caffè!!!" Il caffè della Peppina. .</i></p> <p>Peppina's coffee is not to be drunk in the morning neither with milk nor with tea but why, why, why?</p> <p>Peppina makes coffee She makes coffee with chocolate but she adds jam half a kilo of onions four or five candies seven wings of butterfly and then she says: "That a coffee!!!" Peppina's coffee</p> <ul style="list-style-type: none"> If using the interactive whiteboard, insert the text of the song with the relevant pictures to accompany each verse. If possible, add a sound file of the tune. If the tune is played on a digital keyboard, the saved file may be imported into the whiteboard (provided it is saved as the right file type for the board). Follow-up: Throughout the week, practise singing the song.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Section 3. What's on the menu?			

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> •to understand the main points and simple opinions in a spoken story, song or passage (O6.1) •to read and understand the main points and some detail from a short written passage (L6.1) •to compare attitudes towards aspects of daily life (IU6.1) •to recognise and understand some of the differences between people (IU6.2) 	<ul style="list-style-type: none"> • Use images or picture flashcards to remind children of the first part of the 'Peppina's coffee song' (see Section 2), and sing the song as a class. • Present sets of pictures on the interactive whiteboard with the items and practice them. • When children are confident with this part of the song, repeat the games from Section 2 to introduce the second half (see 'Points to note' for lyrics). • Extension: Children invent their own verses for the "Peppina's coffee song". • Play <i>Cosa c'è nel menù?</i> (What's on the Menu?) On the interactive whiteboard or using large word cards, partially reveal the written words for a selection of snacks, drinks and ice creams. Organise the class into two teams. Call out, for example, <i>Vorrei un panino</i>. A child from the first team comes forward and reveals the item. Repeat, alternating between the teams, until three minutes are up. If a child picks the wrong word, he or she is 'out'. At the end of three minutes, the class count in Italian the number of children left in each team. The winning team is the one with the most children left in the game. • Extension: Children come out to the front and play the game in pairs. You or a volunteer call out the items and the players compete to see how many words they can successfully reveal in three minutes. • Discuss with the class what they know about Italian food and brainstorm what they might expect to find on a typical Italian café menu. Display an authentic Italian café menu if one is available and compare similarities and differences with an English one. Discuss any items that are unfamiliar to children. • Using a publishing package, children can design their own menus, listing the foods in categories and adding prices to each item. Some children will also add different sandwiches to the menu. • Look at recipes in books on Italian cookery. Discuss similarities and differences in the types of food produced. Are there any regional specialities? 	<ul style="list-style-type: none"> • recall and sing with confidence a song with several verses • appreciate some similarities and differences between cultures and their culinary traditions 	<ul style="list-style-type: none"> • Verses 2-3 of the <i>Il caffè della Peppina</i> song <i>La Peppina fa il caffè fa il caffè col rosmarino mette qualche formaggino una zampa di tacchino una piuma di pulcino cinque sacchi di farina e poi dice: "Che caffè!!!"</i> <i>Il caffè della Peppina.. La Peppina fa il caffè fa il caffè con pepe e sale l'aglio no perché fa male l'acqua si ma col petrolio, insalata senza olio quando prova col tritolo salta in aria col caffè. Il caffè della Peppina ...</i> Peppina makes coffee She makes coffee with rosemary she puts some cheese a leg of turkey a feather of chick five sacks of flour and then she says: "That a coffee!!!" Peppina's coffee... Peppina makes coffee She makes coffee with pepper and salt No garlic because it hurts water yes but with petrol, salad, vinegar and oil when she tries with gun powder she blows up with the coffee! Peppina's coffee... • Follow-up: Throughout the week, practise singing the song. • Follow-up: Children search for menus on the internet and use these for a class display or role-plays. • Follow-up: If the school has a partner school abroad, make an exchange of lunch menus.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 4. Choosing an ice cream			
<ul style="list-style-type: none"> to understand the main points and simple opinions in a spoken story, song or passage (O6.1) to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) to devise questions for authentic use (KAL) to ask for repetition and clarification (LLS) to compare and reflect on techniques for memorising language (LLS) 	<ul style="list-style-type: none"> Sing the “Peppina’s Song” to revise useful vocabulary. Practise some simple sums to revise numbers 1–20. Display on the board picture flashcards or images of a selection of snacks, drinks and ice creams. Cover each with a number between one and 20. Choose a volunteer to pick a number in Italian. He or she has one guess at what is hidden behind that number (and needs to say the word correctly). Reveal the item. If the child was correct, the class win a point. If he or she was wrong, cover up the picture with the number again and you win the point. Continue until all the items have been revealed and count the points in Italian. Invite the class to share tips on how to memorise language. Ensure that some of the items are covered by lower numbers so that all children can participate. Display picture flashcards or images of ice cream flavours. Say the names and children repeat e.g., <i>un gelato al cioccolato / caffè / limone / alla vaniglia / alla fragola / alla banana</i> (a chocolate / coffee / lemon / vanilla / strawberry / banana ice cream). Write up the names of the flavours, organising them into two groups with <i>al</i> and <i>alla</i> e.g., <i>al cioccolato</i> and <i>alla fragola</i>. Invite children to devise a rule for when to use <i>al</i> and <i>alla</i>. Leave the ice creams and vocabulary on display for the next activity and add some prices in euros. Draw attention to the <i>gli / ʎ/</i> of <i>vaniglia /va'niʎʎa/</i> and ask the children to think of similar words (e.g., <i>figlio /'fiʎʎo/</i>, <i>famiglia /fa'miʎʎa/</i>, <i>conchiglia /kon'kiʎʎa/</i>, <i>luglio /'luʎʎo/</i>, the article <i>gli /ʎi/</i>). Ask a pair of confident children to come out and model a simple dialogue. One is the waiter or waitress and the other is the customer. A suggested dialogue: <i>Buongiorno signore.</i> (Good morning, Sir) <i>Buongiorno signora, cosa desidera?</i> (Good morning, madam. Can I help you?) <i>Vorrei un gelato al cioccolato, per favore.</i> (I would like a chocolate ice-cream, please?) <i>Ecco.</i> (Here you are) <i>Grazie. Quant'è?</i> (Thanks, how much is that?) <i>Due euro.</i> (Two €, please) <i>Ecco. Arrivederci.</i> (Here you are, bye) <i>Arrivederci.</i> (Bye) Invite another pair of children to come out and model the dialogue. Ask children to work in groups of three. Child A and Child B create their 	<ul style="list-style-type: none"> develop a role-play participate in a conversation talk about prices in euros 	<ul style="list-style-type: none"> Grammar point: Ice cream flavours that are masculine words in Italian, such as <i>cioccolato</i>, <i>caffè</i> and <i>limone</i>, are expressed as, for example, <i>un gelato al cioccolato</i>. Flavours that are feminine words, such as <i>vaniglia</i>, <i>fragola</i> and <i>banana</i>, are expressed as, for example, <i>un gelato alla vaniglia</i>. If dictionaries are not available, the teacher can display on the interactive whiteboard the words as dictionary entries so that children can see the connection between <i>un / una</i> and <i>al / alla</i>. Make children’s dialogues more authentic by providing some plastic euro coins. Follow-up: Throughout the week, practise numbers 1–20 and café items by repeating the number game and ice cream dialogues.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	<p>own dialogue based on the models. Child C listens carefully and with a coloured pen notes or draws the ice cream and price. Encourage him or her to seek clarification if necessary e.g., <i>Non capisco</i> (I don't understand), <i>Ripetete, per favore</i> (Repeat, please). He or she 'reads back' the order. The other two children check to see if this is correct. Some children will benefit from having labelled picture cards as prompts and may prefer to play the part of the waiter. More confident children may play the observer's role in this activity. This activity may be modelled on the interactive whiteboard.</p> <ul style="list-style-type: none"> • Extension: Children add to their dialogues by ordering several ice creams, of different flavours. • Extension: revise likes and dislikes and exclamations. Take pictures of children holding an imitation ice cream. Save the pictures and change the colours of the ice cream to portray different flavours. Display the photos on the whiteboard and add a speech bubble and a thought bubble to each. Get the children to suggest things that the child in each photo might be saying and thinking. For example, <i>Un gelato alla vaniglia! Grazie!</i> in the speech bubble, but <i>Non mi piace il gelato alla vaniglia!</i> in the thought bubble. Write the suggestions in the bubbles. • Discuss, as a class, strategies for effective listening. 		

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 5. Making a milkshake			
<ul style="list-style-type: none"> to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) to read and understand the main points and some detail from a short written passage (L6.1) to match sound to sentences and paragraphs (L6.3) to use knowledge of words, text and structure to build simple spoken and written passages (KAL) to apply a range of linguistic knowledge to create simple, written production (LLS) 	<ul style="list-style-type: none"> Invite the class to sing the 'Peppina's coffee Song'. Give children a list of milkshakes e.g., <i>un frullato al cioccolato / alla vaniglia</i>, etc. Ask them to read it through and decide which one they want to order. Explain that they must give a reason for their choice e.g., <i>Vorrei un gelato al cioccolato perché mi piace il cioccolato</i> (I would like a chocolate milkshake because I like chocolate) or <i>Vorrei un gelato alla vaniglia perché non mi piace la fragola</i> (I would like a vanilla milkshake because I don't like strawberries). In pairs, children practise choosing their milkshakes and feed back their sentences to the class. Give children a written recipe for a milkshake and slowly read this aloud as they follow the text. Illustrate it by referring to pictures or props. Invite them to read it with their partner and imagine that they have to explain in English to someone who doesn't speak Italian how to make the milkshake. Encourage them to look up new words in a dictionary. Take feedback from the class. Extension: In pairs, children adapt the recipe to write their own. Choose some volunteers to read theirs aloud. Individual children pick a favourite and explain why e.g., <i>Mi piace il frullato al cioccolato perché adoro il cioccolato</i> (I like chocolate milkshakes because I adore chocolate). Extension: Children write a selection of sentences explaining their choice of milkshake. In pairs, children follow the original recipe that you showed them and make the milkshake. Alternatively, make the milkshake in front of the class but get children to tell you what to do at each step. 	<ul style="list-style-type: none"> express an opinion using a complex sentence follow a simple recipe 	<ul style="list-style-type: none"> It would be helpful to discuss with children the features of an instructional text and strategies for understanding these before looking at the recipe. A suggested text for a milkshake recipe. Alternative ingredients can be substituted. <i>Frullato al cioccolato</i> <i>Ingredienti:</i> <i>del cioccolato in polvere</i> <i>del latte (un bicchiere a persona)</i> <i>dello zucchero (secondo il gusto)</i> <i>Preparazione:</i> <i>Mescolare il latte e il cioccolato.</i> <i>Aggiungere lo zucchero a seconda del gusto.</i> <i>Da gustare freddo! Buon appetito!!</i> <i>Chocolate milkshake</i> <i>Ingredients:</i> <i>some chocolate powder</i> <i>some milk (one glass per person)</i> <i>some sugar (according to taste)</i> <i>Preparation:</i> <i>Mix the milk and the chocolate</i> <i>Add the sugar according to taste</i> <i>Drink cold! Enjoy!</i> Follow-up: Throughout the week, call out instructions for making a milkshake and children act these out. Follow-up: Throughout the week, children pretend to choose a milkshake and explain a reason for their choice. Follow-up: Children create more recipes for milkshakes. Links with literacy work: The second activity links to work in year 4 on offering reasons and evidence for their oral views. The third and final activities link to work in years 4 and 5 on giving clear oral instructions.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 6. Café theatre			
<ul style="list-style-type: none"> • to understand the main points and simple opinions in a 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 match sounds to sentences and paragraphs (L6.3) • to plan and prepare – analyse what needs to be done to carry out a task (LLS) 	<ul style="list-style-type: none"> • Give children a simple play script (see 'Points to note'). They read it silently and then re-read it. Explain that they have to look at the language to work out the mood of the play and that they should highlight any unusual parts. Draw their attention to the title <i>Il cameriere bizzarro</i> ('The Strange Waiter'). Ask children to suggest the type of play this is and to explain the gist of the story. • Model the play, taking both roles or using a Italian-speaking child or adult if one is available. Divide the class in half. One half will be the waiter and the other the customer. The two halves of the class read out the play. Practise any pronunciation that needs attention. Ask two confident children to read out the play again. Discuss with the class the importance of voice tone and expression. • Children read the play in pairs. Invite two or three groups to perform to the class. Discuss with the class the best features of the performances and how they could be improved. Encourage them to consider whether the humour of the piece was portrayed and, if not, how this could be done. • Invite another pair to demonstrate. • Explain that, in the next session, all children will have the opportunity to perform their play and that these will be filmed. Some children may prefer to join with another pair and take a smaller speaking part. • Extension: Some children may wish to create their own play based on this model. They can add some simple stage instructions such as <i>triste</i> (sad) or <i>felice</i> (happy). 	<ul style="list-style-type: none"> • read aloud from a text • perform a play with confidence 	<ul style="list-style-type: none"> • A suggested play script (although an alternative can be substituted): <i>Il cameriere bizzarro</i> <i>Buongiorno Signorina.</i> <i>Buongiorno signore.</i> <i>Il menù per favore.</i> <i>Ecco. Cosa desidera?</i> <i>Vorrei un caffelatte, un panino col formaggio, un pacchetto di patatine ed un gelato alla vaniglia.</i> <i>Ecco un caffè al formaggio,</i> <i>un panino al caffè, un pacchetto di vaniglia e un gelato alle patatine.</i> <i>Gnam, gnam!</i> <i>Disgustoso, quant'è?</i> <i>Sessanta euro!</i> <i>Sessanta euro?</i> <i>The Strange Waiter</i> <i>Hello, Miss.</i> <i>Hello, Sir.</i> <i>The menu please.</i> <i>Here you are. What would you like?</i> <i>I'd like a coffee with milk, a cheese sandwich, a packet of crisps and a vanilla ice cream.</i> <i>Here you are, a cheese coffee, a coffee sandwich, a packet of vanilla and a crisps ice cream. Yum, yum!</i> <i>Yuck, how much is it?</i> <i>Sixty euros!</i> <i>Sixty euros?</i> • Links to literacy work: The first activity links to work on transforming narrative writing into a script and performing it as a short dramatised scene (year 6). The second and following activities (including the extension activity) link to drama work on developing scripts based on improvisation (year 4) and performing scripted scenes making use of dramatic conventions (year 5).

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
	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 perform their plays to the class. Allow some children to read aloud from the text. Film the performances so that they can be played back to the class later. 	<ul style="list-style-type: none"> develop a sketch or role-play and perform this to the class 	<ul style="list-style-type: none"> It may be appropriate to use a hall or large space for these performances. Encourage children to bring in appropriate props to add fun and interest to their plays. If the school has a Italian-speaking partner school, send them a copy of the recording. Links with literacy work: These two activities link to work on performing a scripted scene making use of dramatic conventions (year 5).