

## First Year MFL

### Learning Outcomes in focus: (What I want students to know/understand/be able to do in the TL at the end of this unit)

**1.10 Convey simple descriptions, presentations or announcements on familiar topics**

**1.13 Ask and answer questions and exchange ideas, emotions and information on familiar topics** in everyday situations

2.1 Recognise, describe and **use language patterns such as** word order, verbal system, **nouns, adjectives**, spelling and punctuation conventions

**3.4 identify** and explain **some aspects of the target language country/countries in areas such as everyday living**, interpersonal relations, customs and behaviours, social conventions

### Assessment: (How I know they know?)

Students can describe a house/apartment in the target language using a range of nouns and a variety of adjectives

Students can ask and answer questions related to a house

### Possible learning activities: (What I will do to get them there)

**Introductory placemat activity:** Students create their own list of words /expressions needed for talking about a house (names of rooms, adjectives to describe the rooms, I like...because...). The teacher may then supplement the students' list with additional vocabulary in order to create a glossary of terms/expressions for this unit

**Practise:** Reinforcement of new vocabulary and structures

**Information Gap activity:** In pairs or groups, students match the descriptions to the correct house and find the house that is missing a description. Students then create a description for that house using the information from the written descriptions

**Extension Activity:** Students describe one of the houses orally to another student who attempts to draw it / highlights features on the picture

**Practise:** Aural / Oral revision of questions and answers related to the house through various strategies, such as "Snap" and / or "3 Truths and a Lie"

**Reading Activity:** In groups of three, students devise a range of questions you expect to be answered when researching accommodation online. They then research accommodation online using [www.casamundo.de](http://www.casamundo.de) / [www.casamundo.it](http://www.casamundo.it) / [www.casamundo.de](http://www.casamundo.de) / [www.casamundo.fr](http://www.casamundo.fr) in the target language

**End of Unit Task:** Students prepare and deliver a short presentation describing a house / apartment they would like to rent in the TL country using a range of nouns and a variety of adjectives. This is followed by questions from students and / or the teacher

*\*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition*

### Resources:

House-themed flash cards: these can be used throughout the unit with descriptions / questions / as matching exercises / for aural and oral reinforcement

Websites advertising accommodation in the TL country

### Reflection:

What worked well?

Even better if...