Stage 5 French

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

# *Que voir autour de moi ? –* What is around me?

Around the world, housing styles differ greatly. When discussing their personal worlds, students are most familiar with their own living situation. By comparing their own home to those of families in francophone countries, students will learn to:

* share information about their own home
* describe a range of homes
* express their preferences through exploring and designing ideal rooms and homes
* deepen their cultural understanding of how homes can contribute to a sense of identity.

# Duration

15-20 hours (approximately 6 weeks)

# Focus areas

* How do I describe my home?
* How do I describe my room?
* How is my home different to that of a student in the francophone world?
* What is my ideal home like?
* What are some of the ways to communicate information about homes and housing, for example emails, websites?

# Learning across the curriculum

* Sustainability
* Critical and creative thinking (collaborative tasks and activities)
* Difference and diversity
* Information and communication technology capability
* Intercultural understanding (value own and other cultures and beliefs)
* Literacy (types of texts, register)
* Numeracy

# Vocabulary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Verbs | Types of housing | Rooms and features of houses | Furnitures and furnishings | Emailing | Expressing preferences |
| Regular – *er* verbs  *adorer*  *aimer*  *détester*  *préférer*  *habiter*  *économiser*  *alléger*  *réduire*  *dépasser*  *se bouger*  *commercialiser*  *se présenter*  Irregular verbs  *être*  *vivre* | *une maison*  *un appartement*  *un monument historique*  *un château*  *châteaux-forts*  *un chalet de montagne* | le salon  la cuisine  la salle à manger  la chambre  la salle de bain  la toilette  le jardin  la piscine  la terrasse  le grenier  la chambre  la cave  le garage  l’entrée/le vestibule/le hall  le salon  las salle de jeux  le bureau  *le kit solaire*  *le toit à deux pans* | le lit  le bureau  la table  la chaise  la garde-robe  l’étagère  le canapé  la porte  la fenêtre  le placard  l’armoire  le fauteuil  la bibliothèque  la commode  la table (basse)  le climatiseur | *courrier électronique*  *message électronique*  *Chère Madame/Cher Monsieur,*  *Dans l’attente de votre réponse, …*  *Nous vous prions d’agréer, Madame/ Monsieur, nos salutations les meilleures.*  *cordialement*  *meilleures salutations*  *salutations distinguées* | *J’aime bien assez*  *Je préfère*  *Je n’aime pas*  *J’adore*  *Je déteste*  *J’ai horreur de…* |

# Structures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Comparatives | Prepositions | Useful structures | Adjectives and adverbs | Conjunctions |
| *plus…que*  *moins…que*  *meilleur que*  *mieux que*  *le pire*  *plus de…que*  *moins de…que*  *aussi…que* | Prepositions of place:  à, à la, au, aux, dans  Prepositions of location: sous, sur, entre, à côté de, près de, loin de, en face de, devant, derrière | Il y a  Il n’y a pas de  *Où est… ?*  *Dans ma chambre…*  *Au debut*  *C’est n’importe quoi…* | Adjectival agreement in masculine/feminine/singular/plural forms:  *durable(s)*  *propre(s)*  petit(e)s  grand(e)  moderne(s)  vieux/vielle(s)  nouveau(x)/nouvelle(s)  neuf/neuve(s)  confortable(s)  beau/belle(s)/beaux  moche(s)  Adverbs:  très  beaucoup  assez  un peu  trop | car  et  mais  parce que  puis  *donc*  *ensuite*  *ou*  *ou bien* |

# Outcomes

|  |  |
| --- | --- |
| Outcomes | Content |
| LFR5-1C | manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LFR5-2C | identifies and interprets information in a range of texts |
| LFR5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LFR5-4C | experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences |
| LFR5-5U | demonstrates how French pronunciation and intonation are used to convey meaning |
| LFR5-6U | analyses the function of complex French grammatical structures to extend meaning |
| LFR5-7U | analyses linguistic, structural and cultural features in a range of texts |
| LFR5-8U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes referred to in this unit starter come from the [French K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Suggested assessment of learning task

(Note – these task are available on the [Stages 4-5 French section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/french) of the NSW Department of Education’s website, including marking guidelines.)

**Learning goal** – explore styles of houses, use prepositions and describe features of a house.

**Final task** – your family has moved to an old chateau in the south of France. As the sole French speaker in your family, write an email to the builder describing your family’s renovation plans for 3 rooms, and include a labelled design. LFR5-4C, LFR5-6U, LFR5-7U, LFR-8U

**Alternative task** – your family has moved to an old chateau in the south of France and you want to make some additional income by advertising one of the floors on an Airbnb-style website. Write the advertisement, in French, including details of at least 3 of the home’s features for guests, with captioned photographs. LFR5-4C, LFR5-6U, LFR5-7U, LFR-8U

# Unit starter

|  |  |  |
| --- | --- | --- |
| Outcomes and content | Teaching and learning strategies | Evidence of learning |
| LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-3C  respond in English or French to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience  LFR5-5U  understand the intonation and phrasing patterns of spoken French  LFR5-8U  understand that language, culture and communication are interrelated and shaped by each other | Introduce the unit by displaying the article [8 French castles that are still cheaper than an average Sydney home](https://www.openagent.com.au/blog/8-french-castles-that-are-cheaper-than-an-average-sydney-home) and reading the key points together, as a class.  Revise previously-learnt structures relating to saying where you live, for example:   * Où habites tu? * J’habite dans le nord de NSW dans une grande maison moderne.   (Alternatively, introduce structures through sentence builders – see samples on slide 1 of [supporting PowerPoint](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/french/sentence-builder.pptx).)  Students practise structures with a range of activities, for example vocabulary matching, translation from English to French, unjumbling sentences (word order).  Introduce students to vocabulary relating to house and home by listening to the song [*Dans ma maison*](https://www.youtube.com/watch?v=l2W4RIK123k). Ask the students to jot down 2 or 3 items they see in each room of the house. Highlight the expressions *Qu’est-ce qu’il y dans…* Point out the cognates and the *faux amis*. Students record their responses on the board or online tool such as [Mindmup](https://www.mindmup.com/).  Introduce the idea of living in France and show the video [*Chez moi*](https://enseigner.tv5monde.com/fiches-pedagogiques-fle/chez-moi-716)*.* Watch the video at least twice and encourage students to jot down all the housing and furniture vocabulary they see in the video such as *l’entrée, les toilettes*. Afterwards, provide the students with the complete list, if required.  Revise the expression *Il y a…* by asking students *Que voir autour de moi ?* Encourage students to respond with known vocabulary.  Discuss the video as a class or in small groups, focusing on: What similarities and differences do you find between the houses in francophone countries and your own?  Share additional videos relating to rooms in the house, for example [*Les pièces de la maison*](https://www.youtube.com/watch?v=Q3AGIKdQUvg)*,* [*les meubles de la maison*](https://www.youtube.com/watch?v=Fx6OWmGPkjo&t=66s)or [Happy child](http://www.happychild.org.uk/freeway/french/vocab/house08.htm).  Students consolidate new structures, for example using sentence builders (see samples on slide 2-3 of [supporting PowerPoint](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/french/sentence-builder.pptx).)  Students practise new structures by completing a range of assessment as learning activities, for example:   * online flashcard games (for example [Quizlet](https://quizlet.com/topic/languages/french/home/)) * online activities such as [Languages Online UK](https://languagesonline.org.uk/French/ET1/NewET1U3/Index.htm) (activities 12-17) * delayed dictation (read a sentence aloud to your students, then ask students to hold the sentence in their heads for 10-15 seconds before they write it on their mini whiteboards or in their books) * delayed copying (similar to delayed dictation, however in place of reading the sentence aloud, flash each sentence on a screen for 5 seconds, then ask students to hold the sentence in their heads for 10-15 seconds before they write it on their mini whiteboards or in their books) * mad dictation (read a short text with familiar structures aloud to students, at near native speed. Students listen individually and note down key words. Students then work in pairs to compare the key words they noted down. Tell students they will work with that person for the remainder of the activity. Read the text a second time. This time read some bits slowly, some fast and some at moderate pace, allowing scope for students to miss any key words they may have missed in the first reading. Students then work with their pair to attempt to reconstruct the text. Read the text a third time, still varying the speed of delivery, then allow 30-40 seconds for students to finalise their text * spot the difference (see a sample on slide 4 of [supporting PowerPoint](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/french/sentence-builder.pptx)).   (Some ideas adapted from <https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/>) | Students participate in short interactions about where they live.  Students create a glossary of relevant structures and vocabulary relating to the home that they will add to throughout the unit of work.  Students recognise vocabulary relating to houses, rooms and furniture.  Students discuss and identify as many similarities and differences as possible between the houses in francophone countries and their own.  Students complete a range of activities to consolidate new learning. |
| LFR5-1C  initiate and sustain interactions to share information, opinions and ideas  LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences  LFR5-5U  understand the intonation and phrasing patterns of spoken French  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas | Review/introduce and teach prepositions of place. Show the video [*Prépositions de lieu – où est le chat ?*](https://www.youtube.com/watch?v=mOhf1pUcHII)  Play hide and seek with a cat, with students in groups of 3. Cut out an A4-size picture of a cat. Students close their eyes while you hide cat inside the classroom. Ask the question *Où est le chat ?* The first group to find the cat and correctly describe where it is, wins. The winning group then hides the cat next.  Play the song [*Alain le Lait – dans ma chambre*](https://www.youtube.com/watch?v=CUAsT_mI5TY)*.*  Ask students:   * Qu’est-ce qu’il y a dans la chambre ? Trouvez 5 objets. * Qu’est-ce qu’il y a dans ta chambre ? Décrivez ta chambre. * Ensure that the students use phrases such as Dans ma chambre…, il y a…, il n’y a pas…   Using the structures and vocabulary learned so far, ask the students to discuss and compare their bedrooms with a partner or in small groups.  As an assessment for learning activity, students write a paragraph describing the furniture and accessories in their ideal bedroom. | Students add new vocabulary and structures to their glossary.  Students identify placement of furniture and accessories in someone’s bedroom from an audio text.  Students verbally describe the placement of furniture and accessories in their own bedrooms to a partner or small group.  Students write a paragraph about the placement of furniture and accessories in their ideal bedroom. |
| LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences  LFR5-5U  understand the intonation and phrasing patterns of spoken French  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LFR5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts  LFR5-8U  understand that language, culture and communication are interrelated and shaped by each other | Revise and practise relevant verb conjugations – habiter, être, avoir, aimer, détester.  Introduce other verbs such as adorer, pr*é*ferer.  Revise or teach relevant conjunctions such as car, toutefois, mais, ou.  Teach the vocabulary for expressing likes and dislikes. Watch the video [*A Paris*](https://www.youtube.com/watch?v=bb4zvZdrMz4) *or* [What Parisians like and dislike about Paris](https://youtu.be/At3ZJO0VVI4) . Students complete the following:   * List 5 things that Parisians like in Paris, referring to the text for examples. * List 5 things that Parisians dislike about Paris in general, referring to the text for examples. * Identify 5 conjunctions you hear in the text and write down the whole sentence.   Get the students to fill in a blank [like and dislike chart](https://www.intentionalmama.com/home/beginning-french-lesson-6-likes-dislikes-chart) about their town, suburb or neighbourhood. Students can use slide 5 of [supporting PowerPoint](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/french/sentence-builder.pptx) as a template.  Teach [*le comparatif*](https://www.youtube.com/watch?v=iFRwRZyYzCc) *–* making comparisons – *plus…que, moins…que, meilleur que, mieux que, le pire, plus de…que, moins de…que, aussi…que.*  As an assessment for learning activity, tell your students that there will be a design competition taking place of the best rooms for bedrooms, living rooms, kitchens and bathrooms. A panel member of 3 people is needed to decide the winner for each room so set your students in groups of 3. Present your students with the different [pictures of rooms](https://www.google.com/search?q=interior+design+styles+in+french+speaking+countries&tbm=isch&ved=2ahUKEwj6hNza1ObwAhUw-TgGHWGCDiQQ2-cCegQIABAA&oq=interior+design+styles+in+french+speaking+countries&gs_lcp=CgNpbWcQAzoECAAQQzoCCAA6BAgAEBhQiy1Y6FNgkFVoAHAAeACAAaQCiAGzMJIBBjAuNi4yMZgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=5OKtYPqCDrDy4-EP4YS6oAI&bih=1329&biw=2560&rlz=1C1GCEA_enAU846AU846&safe=strict&hl=en) from different francophone countries. Each panel group should receive pictures of 2 comparable rooms. Using the language the students have learned when making comparisons, as panel members they will compare the rooms and pick a winner. Once the winner has been picked, the students as a panel group present their winner expressing their opinions and reasons regarding the rooms. For example, *Je préfère la chambre d’Anne parce qu’elle est plus grande, lumineuse et belle. Elle est meilleure que la chambre de Philipe cars Il y a un lit commode qui est à côté de la fenêtre avec une belle vue.*  Afterwards, ask the panel members to notify the winner in writing. To do this, teach the students basic [email writing](https://www.reginacoeli.com/blog/writing-a-proper-email-in-french.html) conventions in French. Highlight the importance of formal language and using the *vous* formal structure. Do verb conjugation exercises to revise.  Provide students with standard formulaic sentences for:   * salutations – Chère Madame/Cher Monsieur (surname), Madame/Monsieur (surname) * reasons for writing – Je m’adresse à vous pour… * closing expressions – Nous nous tenons à votre disposition pour toute question ; Dans l’attente de votre réponse, nous vous prions d’agréer, Madame/Monsieur, nos salutations les meilleures * signing off – cordialement, meilleures salutations, salutations distinguées. | Students add new vocabulary and structures to their glossary.  Students complete a range of activities to consolidate their knowledge of the structures.  Students summarise the information in the Paris video.  Students complete a like and dislike chart of their local area.  Students express their likes, dislikes and preferences in homes and bedrooms, in response to images presented by the teacher.  Students write a formal email and upload it to Google classroom. |
| LFR5-1C  initiate and sustain interactions to share information, opinions and ideas  LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-5U  understand the intonation and phrasing patterns of spoken French  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas | Discuss the idea of sustainable housing with your class. Present an excerpt of a show on sustainable housing, for example [Family man builds innovative tiny homes in France](https://www.youtube.com/watch?v=OERsrAb1Hn4).  To build a vocabulary bank, ask the students to watch and listen for the English equivalent of the following French words:  charpentier, boulanger, charpentier spécialité menuiserie, charpentier spécialité couverture, l’escalier, petit budget, le toit, économiser, kit solaire, la mezzanine, alléger, réduire, dépasser, se bouger, commercialiser, un réseau, le hauteur, chalet de montagne, toit *à* deux pans, une terrasse, les murs, (le) maire, se présenter à ses voisins, je vais habiter *à* côté de chez vous, au début j’étais un petit peu sceptique, vivre plus simplement  Get the students to group the vocabulary in 4 groups – occupations, parts of the house, verbs and useful expressions.  Scaffold a group discussion with your students about their reaction to the video. Encourage them to use learned structures with conjunctions about what they like and how the tiny house compares to other types of dwelling. *For example,* *J’aime beaucoup la petite maison parce que c’est assez grand pour moi et c’est confortable. Je préfère habiter dans une petite maison parce que c’est plus durable.* | Students add new vocabulary and structures to their glossary.  Students address the cross-curriculum priority of sustainability through their discussion of sustainable housing.  Students participate in a discussion about the video.  Students create compound and complex sentences using simple conjunctions. |
| LFR5-1C  initiate and sustain interactions to share information, opinions and ideas  LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LFR5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts | Allocate your class into groups of 3-4. In their groups, ask students to conceptualise what their ideal tiny house would look like. Ask them to:   * create a [mood board](https://milanote.com/templates/moodboards/interior-design-moodboard) with colours and style * draw, label and [design](https://www.housebeautiful.com/uk/renovate/design/a28461218/best-free-home-interior-design-tools-apps-software/) their ideal tiny house * choose the décor and furniture.   Give the students a budget of 1000 Euros to shop online at [Ikea France](https://www.ikea.com/fr/fr/). Get them to research items of furniture and accessories. Students should itemise their purchases with the price and brief description of the item on an Excel spreadsheet.  As an assessment for learning task, students then present their ideal tiny house, answering questions relating to their choices, likes and dislikes. | Students add new vocabulary and structures to their glossary.  Students create a mood board and budgeting Excel spreadsheet of their selections.  Students discuss their ideal tiny home, explaining choices, likes and dislikes. |
| LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-3C  respond in English or French to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience | As a hook to prepare your class for the assessment of learning task, go to the [*Chateau de Gudanes*](https://chateaugudanes.com/) website and show one of its earlier [video](https://www.youtube.com/watch?v=_gieQh0oPd0)s. Ask students to translate the following excerpt from French to English:  *Un château dans le sud de la France, en cours de restauration...*  *Il fut un temps où Château de Gudanes était abandonné et proche de la ruine mais il est maintenant retour à la vie. Acheté en 2013 par Les Waters, une famille australienne venant de Perth, le château est actuellement en cours de restauration. Grâce à son histoire riche et ancienne, le château fait surgir un monde fantastique à la fois proche et lointain.*  Ask students the following questions:   * Where is the *Château de Gudanes* located? * Who is the Waters family and where are they from? * What are your impressions of the chateau? Would you live here? Why or why not? * What are the Waters aiming to do with the chateau?   To gain more knowledge of French castles, conduct a [listening exercise](https://learnfrenchwithalexa.com/new-lessons/lesson-16) for [*Le Mont Saint Michel*](https://s3-eu-west-1.amazonaws.com/lfwaaudio/documents/generated-guides-new/le-mont-saint-michel-french-gap-fill-exercise-worksheet_2021-07-02-051902.pdf)*.* Ask the students to make an educated guess in the cloze activity of what the missing words might mean as cognates.  Students revise some of the vocabulary learned on [Quizlet – *le château*](https://quizlet.com/subject/le-chateau/)*.* | Students add new vocabulary and structures to their glossary, including architectural parts of a chateau.  Students translate the passage from French to English.  Students practise listening and identify missing words in a cloze exercise. |
| LFR5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LFR5-3C  respond in English or French to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LFR5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts  LFR5-8U  understand that language, culture and communication are interrelated and shaped by each other | Read with your students the article [*architecture des chateaux-forts*](http://ekladata.com/IGSnZdlcehs6Qo00hRzCrTYgulw/Architecture-des-chateaux-forts.pdf). Provide students with scaffolding by highlighting the visuals in the article and pre-teaching key vocabulary.  Ask students to complete the following:   * Highlight the cognates. * What is a *chateau-fort* and how is it different to other chateaus like the *Château de Gudanes*? * What were the first *chateaux-forts* made of in the 10th century? * Who lived in the *chateaux-forts*? * When where they popular? * Why did the *chateau-fort* lose its reputation as an invincible fortress?   To get a feel for more castles in France, show the documentary [*Les châteaux de la Loire*](https://www.youtube.com/watch?v=5KL6c4PXkHA).  Ask the students to answer the following:   * How many chateaus are shown in the video? * Which chateau is your favourite and why? * Research your favourite and summarise your findings in 1 paragraph in French.   Watch Episode 20 of [How to renovate a chateau (without killing your partner)](https://www.youtube.com/watch?v=TyhY_N7tkOY). At about 24:00, ask the students the following questions:   * *Qui est-ce Benoît ?* * *Qui est-ce Nathan ?* * What is the English equivalent of « *parfaitement exécutée, avoir le même talent que lui, c’est un vrai chauffagiste, c’est n’importe quoi* » * Add the following words in your glossary list and the English equivalent: *le couloir, les murs, la pièce, les combles.*   Show your students [*Château de la Meynardie*](https://www.votre-chateau-de-famille.com/chateau/chateau-de-la-meynardie/)website.  Highlight the layout of the site, pictures and information presented. Get the students to evaluate the following:   * How effective is the advertising for renting this castle? * How many rooms are there in the castle and what are the amenities? * What makes *Château de la Meynardie* different from the rest of the other castles? * What is the price for staying at the castle and what does it include? * How could you advertise staying in this castle better? | Students add new vocabulary and structures to their glossary, including architectural parts of a chateau.  Students understand the difference between a fortified castle and a non-fortified one and their historical and cultural significance in France.  Students appreciate famous castles in La Loire in preparation for their assessment of learning task and conduct their own research regarding their favourite castle.  Students understand and explore effective forms of advertising castles as holiday rentals. |
| LFR5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences  LFR5-6U  understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LFR5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts  LFR-8U  understand that language, culture and communication are interrelated and shaped by each other | Provide students with a range of assessment as learning options to revise areas for strengthening prior to the final assessment of learning task. Areas may include:   * email conventions * vocabulary about house and furnishings * advertising in websites * numeracy – setting prices according to season.   Allocate time for your students to do their assessment of learning task.  Final task – your family has moved to an old chateau in the south of France. As the sole French speaker in your family, write an email to the builder describing your family’s renovation plans for 3 rooms, and include a labelled design.  Alternative task – your family has moved to an old chateau in the south of France and you want to make some additional income by advertising one of the floors on an Airbnb-style website. Write the advertisement, in French, including details of at least 3 of the home’s features for guests, with captioned photographs. | Students revise vocabulary, expressions, writing an email and use knowledge of numeracy to prepare for their chosen assessment of learning task.  Students complete assessment of learning task. |

# Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with disability. The evaluation can include feedback from students.

# Registration

Teacher name:

Teacher signature:

Date: