[](http://www.bing.com/images/search?q=Apartment+Building+Clip+Art&view=detailv2&&id=6D1016F820B527DDC4AD8C256B51E98DE5CC5089&selectedIndex=0&ccid=/TXBrt/3&simid=607997229118324968&thid=OIP.Mfd35c1aedff7e8be808efa4432b0b68eH0)

**Languages Futures – Scheme of Work Spring Term**

**Apartment block project**

Third Floor

* Party!
* Greetings
* What do people like?

[](http://www.bing.com/images/search?q=clip+art+people&view=detailv2&&id=5C92599B052D4247778B0809837529FAD5EF9D1C&selectedIndex=3&ccid=GpNsRvMi&simid=608019322434093325&thid=OIP.M1a936c46f32263f5b4ab7efc01b08d33H0)

Second Floor

* Who lives in the block?
* I live with…
* What do people look like?



First Floor

* In my flat there is…
* Furniture
* Colours
* Pets



Ground Floor

* What is a block of

flats like in \*Madrid?

* Door numbers
* Phone numbers
* Addresses
* Names

[](http://www.bing.com/images/search?q=clip+art+elevator&view=detailv2&&id=F8D4253E02FF635126C38E9912F68D7F1752C97B&selectedIndex=40&ccid=2iXMgKfQ&simid=608008048150577490&thid=OIP.Mda25cc80a7d0012395c9be67eb64e367o0)[](http://www.bing.com/images/search?q=clip+art+front+door&view=detailv2&&id=559BAC7A0A331CDAEECD78030D61D890FA7C4C62&selectedIndex=52&ccid=odb9OqHs&simid=608000403111677635&thid=OIP.Ma1d6fd3aa1ecb420145a829ff7b3d74dH0)

[](http://www.bing.com/images/search?q=tree+clip+art&view=detailv2&&id=F64B8F1BC1441FC1B6BABDEA0E300AA4D828BAE6&selectedIndex=1&ccid=YxHpH3rS&simid=607998801082056984&thid=OIP.M6311e91f7ad204e0755dd9e6738a611bH0)

**Why project based learning?**

The idea behind the project is that there is a context which drives the language learning and through that, the culture. We must ask ourselves, how is this different to what I am doing with other classes (and a ‘conventional scheme of work’)? Students should have opportunities to make their own choices and therefore take ownership for their learning (e.g. choosing how to furnish their flat and the vocabulary they will need to do that).

As Language Futures mentors we shouldn’t be answering questions, we should be asking them and encouraging students to go out and discover answers for themselves (stimulating curiosity). Hand responsibility over to the student at every opportunity. Facilitate peer support.

**Time frame**

Two or three lessons should be spent on each ‘floor’ (at mentor discretion), working towards assessment in the last week before Easter.

**Assessment – End of Term (before Easter)**

Students will be assessed on speaking with a short conversation in which they can greet and ask and answer a question in the target language.

They will also prepare a presentation (3 mins max) about their flat. This should be delivered in a mix of both English and the target language. Students will be assessed on communication and delivery of the presentation, independent work, initiative, developing their thoughts and ideas, working with others and responding respectfully to peers.

**Homework**

Homework should be set weekly. It should be a task which involves investigating or solving a problem.

Examples:

* Find out what a block of flats looks like in Berlin.
* Investigate if rent is more expensive in X or in London.
* Find out if more people live in flats or houses in X.
* Come up with a reason why people might have a different lifestyle in X compared to in the UK.

**Memrise:**

[www.memrise.com](http://www.memrise.com) is a free website for language learning. You can use ready-made courses or create your own. Students learn through repetition and spelling and accumulate points. You can create a leader board for the group. This is an excellent resource for independent and home learning.