

Project Planner: Language Futures

Project name: Come Dine with Me

Subject(s): MFL and Design & Technology Half term project

1. Project Summary

What are your students going to do, and why are they doing it?

Mentors will deliver a presentation about the key foods in their own culture

Students will:

- Research the names of foods that they like and dislike
- Research suitable phrases to express their likes and dislikes
- Develop phrases to give their opinions on likes and dislikes of food, including using plurals and negatives
- Practise, write down, correct and learn these phrases
- Decide on a character that they want to portray in the Come Dine with Me dinner party and work with mentors/ online to find suitable adjectives of personality
- Produce a written pen portrait of their character
- Work in groups to prepare a menu for the Come Dine with Me dinner party
- Buy the necessary ingredients for the dish
- Cook the dish, following the recipe in their target language
- Hold the dinner party, interacting with the other guests in a sociable manner, in line with their character's personality
- Peer assess each group's performance, which will be videoed

2. Essential Questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

How will you ensure that all aspects of this project are effectively carried out? Remember that the end result must be an edible dish plus a plausible dinner party where the guests are able to converse easily with each other, in the target language

Language Futures was originally developed by Linton Village College as part of a [Paul Hamlyn Foundation](#) initiative. Management of the initiative passed to the [Association for Language Learning](#) in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.

3. Products

What do you want students to do/write/create/build?

Students will:

- Engage in a discussion on their food likes and dislikes
- Produce a pen portrait of their Come Dine with Me persona and write a description of their personality
- Produce a menu for a dinner party
- Produce a meal/dish for a Come Dine with Me dinner party
- Perform a Come Dine with Me dinner party

4. Learning Goals

What do you want students to learn?

Identify the **curriculum content** that students will learn in this project. In their foreign language, students will be able to:

- Follow a recipe and to produce a dish as a group to use in the Come Dine with Me dinner party
- Produce a menu for the dinner party
- Talk about their food likes and dislikes in a social situation, using the 1st person singular plus negatives and adjectives, exchange greetings and ask questions soliciting personal information using the 2nd person singular and plural
- Produce a short written pen portrait of their character and act as this character at the dinner party using the 1st person singular and appropriate adjectives
- Develop Intercultural Understanding of types of food eaten in target countries plus the reasons behind their use

Identify key **skills** students will learn in this project. List only those skills you plan to assess. Students will:

- Work in groups and negotiate roles
- Be able to access different text types
- Cook a dish as a group, buying the ingredients and following health and safety requirements
- Be able to memorise key texts
- Be able to role play in an adult situation

5. Timeline/Milestones

List the key dates and important milestones for this project (e.g. check-ins, critique sessions, deadlines for drafts and specific product components)

Week 1

- Mentors do a presentation on the important foods in their own culture
- Out of school challenge is to watch an episode of TV's Come Dine with Me show
- Teacher presents the type of verbs used in a recipe and students research the layout of a menu in the target language
- Students research useful adjectives and ways of giving opinions positively and negatively about food. Students meet in groups to decide on their dish and their scenario – this should be linked to the language they are studying

Week 2

- Students plan out their dish, consulting with mentors and expert adults, including parents, and the D&T teacher
- Students write drafts of food likes and dislikes related to their chosen dish and associated vocabulary and practice with each other and mentors and parents

Week 3

- Students work in groups to plan the execution of their recipe, including buying the ingredients, consult with expert adults, such as the mentors for the sourcing of traditional food stuffs plus the D&T teacher for cooking advice
- Teacher observes to see how effective the group work is and intervenes where necessary

Week 4

- Each student decides on the character of themselves as a guest at the dinner party and individually researches adjectives and writes a pen portrait

Week 5

- Students prepare their talk on food likes and dislikes to be used at the dinner party and memorise this
- Students work together to develop more natural conversations, including greetings, and how to elicit personal information about each character.

Week 6

- Each group writes up their menu for their dish/meal and produces invitations to send to those invited to observe the dinner party. The room for the final dinner party is booked and a video record is organised
- Each group practises the making of the dish outside of school

Week 7

- Ingredients are bought, the dish is cooked, following the recipe, and the dinner party takes place with assessment and feedback from mentors, teachers and peers

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6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

- Students will work in groups of 4 or 5, unless there are fewer students studying a language together. The group will decide on the roles of each person, depending on their level of expertise and/or confidence.
- The mentors will work with each group, supporting their research and assisting with pronunciation.
- Since differentiation will be by outcome, each student will have the chance to show what she/he can do at their own level

7. Exhibition venue and plan

The exhibition will be the final dinner parties, which will be videoed. These will take place in the D&T room or the school conference room. Invitations will be produced in the target language(s) and sent to the SLT, mentors, parents and key staff. There will be mentor and peer assessment

8. Resources

The following websites are suggested for aspects of the project work:

www.linguascope.com many schools subscribe to this. Languages covered include French, Spanish and Italian

www.languagesonline.org.uk good for vocabulary and grammar in French, Spanish and Italian

www.bbc.co.uk/languages good for basic steps in Spanish, Italian and Chinese and good for basic listening activities

www.masteranylanguage.com topic vocabulary and grammar for Chinese, Italian and Spanish

www.wordreference.com a good online dictionary for many languages

www.ielanguages.com an excellent array of phrase banks for many languages, particularly in Italian and Spanish

www.busuu.com a range of multimedia resources for lots of languages

9. Assessment Criteria

How will you be assessing each of your learning goals you identified?

Curriculum content: The proposed assessment criteria to be used for this content section is the Common European Framework of Reference for Languages (CEF)

- a) CEF Reading A2
- b) CEF Writing A2
- c) CEF Listening A1 and Speaking A1/A2
- d) CEF Writing A2 and Speaking A1

Intercultural Understanding – mentors discuss with the students to assess their knowledge of the key foods and the importance of food in the culture

Skills:

- a) **Observation by teacher and self-reflection by students**
- b) **Monitoring by teacher that correct ingredients purchased, recipe followed correctly and that students show an understanding of how to set out a menu using a model**
- c) **Students have to carry out risk assessment of H&S requirements; dish is produced**
- d) **Assessed in the final dinner party**
- e) **Assessed at the final dinner party by mentors and peers.**

Suggested assessment formats

Curriculum content: the Common European Framework of Reference for Languages (CEF)

Skills:

Peer assessment - Please tick the most appropriate category and give your reasons

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Notes, feedback, advice, comments
How do you think that the group works together? Please give an example						
Does every member of the group contribute enough?						
Are props used effectively?						
How smooth is the delivery of the dialogue?						
Do the characters make you believe in them/make you laugh?						
Are gesture and intonation used effectively?						
Give one suggestion about how the performance could have been improved						