

LEARNING AWAY – INTEGRATED CURRICULUM PLAN

SCHOOL: Canterbury Academy
SUBJECT: MFL

RESIDENTIAL VENUE: Hampton Court Palace
COHORT: Year 10

STUDENTS' PRIOR KNOWLEDGE:

- Qualities / personalities for a Queen / King
- Simple opinions and justifications
- Connectives and adverbs
- Subordinate clauses on weather
- Clothes
- Questioning
- Activities in the infinitive
- On peut / on ne peut pas.

OBJECTIVES OF THE RESIDENTIAL PROJECT FOR MFL STUDENTS:

- Develop confidence in speaking in French, spontaneously or prompted: Grade C/B
- Justify and argue at a higher level: Grade B
- Become independent learners and develop efficient dictionary skills
- Research and use language for purpose.

GENERAL RESOURCES NEEDED:

Coloured cards; bilingual dictionaries; mini cameras (numbers depending on group); paper (lined and plain); pens, pencils and rubbers; blue tack; workbooks; LOTS of stickers / some golden tickets; worksheets; table language help sheets.

PLANNING POINTS:

- Need a session on table manners and language pronunciation in French
- Five stickers for speaking and debating in class and for using French during the banquet (monitored by teachers)
- Create help sheets for table language
- Agree a 'Bride and Groom' for the banquet – all participants have a vote
- French students to deliver the message in French, as well as the main courses and announcements on the evening of the banquet.



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LESSON PLANS – FOR USE DURING THE RESIDENTIAL

LESSON 1: Questions and answers on personal information		
French content for GSCE outcome: Using questions words correctly; respond accurately to questions on personal information	Location: Classroom-based (e.g. a space at the Palace that we can use throughout the week) then moving around the site to see other groups	Resources: Coloured cards with question words Blue tack Worksheet on questions to ask Paper Workbooks
Activities: <ul style="list-style-type: none"> • Match-up exercise with cards around the room • Categorisation of questions for interviews according to appropriateness and relevance in English • Translation in French • Start of answers to work out in groups • Option A: Students to interview one another in their groups or beyond the lesson - keep a data log for each student taken into consideration • Option B: Set up additional sessions for bride and groom interviews in English for those who want to apply, with a panel of French group students. 		
LESSON 2: Why should [names of students] be bride and groom?		
French content for GSCE outcome: Arguing and justifying ideas at higher level; develop fluency in speaking and writing	Location: Classroom-based	Resources: Worksheet on high level structures Stickers for speaking task Stationery Workbooks
Activities: <ul style="list-style-type: none"> • Revision of core opinions and reasons and study of high level structures: ce qui est important, c'est... / le plus important, c'est... / il est crucial de pouvoir... / je suis convaincu que... / je suis d'accord / je ne suis pas d'accord / je refuse de croire que... / il n'est pas possible que... • Debate • Writing of key valuable reasons for use at the vote later on in the week 		



LESSON 3: The Banquet planning research

French content for GCSE outcomes:

Planning an aspect of the banquet using the future tense and justifying reasons for certain choices via powerful / convincing vocabulary

Location:

Start of lesson indoors for 10 minutes and then outside

Resources:

Cameras
Worksheet with aspects to bear in mind and convincing / powerful words vocabulary
Cards
Workbooks

Activities:

- Students pick a card with one aspect of the banquet and plan it (food / entertainment / hygiene / decoration, table plan / clothes)
- Worksheet with things to bear in mind: health and safety, personality of Henry 8th, English speaking crowd, budget, weather...
- Convincing vocabulary worksheet: on peut / on pourrait / ca permettra de / c'est plus pratique pour, etc...
- Students go around in groups to take pictures / film areas in question / start writing notes and ideas down.

LESSON 4: The Banquet planning

French content for GCSE outcomes:

Debating / presenting an aspect of the banquet using the future tense and justifying reasons for certain choices via powerful/ convincing vocabulary

Location:

Classroom-based, with computers if possible

Resources:

Computers
Paper
Stationery

Activities:

- Students start to write up and present their findings / research.

