



## MODERN FOREIGN LANGUAGES

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#### Why is the study of Languages important?

Language means ‘the method of human communication used by a particular community’. The study of a different language will enable you to develop an understanding of another culture and therefore gain a more profound understanding of your own language and culture. Language learning is a higher order skill and will encourage you to plan, solve problems, and manipulate the elements of language learnt to communicate effectively. From Year 7 you will have the exciting opportunity to listen to and read authentic material in the target language on a wide range of topics such as school, leisure time, family & relationships, technology, customs and festivals in other countries, to name but a few. You will become confident to speak in front of others and express your opinions in different ways. You will develop your understanding of grammar both in the target language and in English, and learn how to produce relevant, fluent and coherent pieces of writing. Your study of a Modern Foreign Language will encourage you to think deeply and help you more effectively communicate with others – a great life skill that all universities and employers will appreciate.

Across your study you will explore what life is like for young people in the target language country. Lessons will provide a wide range of opportunities for speaking, listening, reading and writing. Your MFL classroom will be brimming with vocabulary learning in fun and exciting ways, the recall of which is the key to all understanding and communication in the target language. You will engage with the grammar of the new language and use logic, reasoning and problem solving skills to apply it in context. Seems challenging - you are going to love it! MFL will expand your mind!

At GCSE we study the AQA detail specification.

*Big Issues such as* the environment, poverty & homelessness, cultural differences across the world, and social issues are all part of the curriculum at GCSE. You will think about the advantages and disadvantages of social media and technology, as well as reflect on your plans for the future in terms of relationships as well as future study and careers. You will be encouraged to develop your own thoughts and opinions on such issues and then express them not in English, but in the target language. What a level to reach! I bet you can't wait to get started...

### **What skills will the study of Languages teach you?**

You are a citizen in this world and you need to know how to communicate effectively with those around you from all backgrounds and cultures. It will teach you to...

- Develop self-determination.
- Master the basics – you have to know simple words first before you can create full sentences and meaningful language.
- Develop your memory skills – repetition is the mother of all learning.
- Express your thoughts and opinions in an organised way.
- Listen and read for detail and identify the key points.
- Take risks and be confident.

### **What will you know and understand from your study of Languages?**

#### **You will ...**

- understand grammar and apply it in different contexts.
- communicate effectively in writing for a variety of purposes across a range of specified contexts.
- manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency
- interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions.
- identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages.
- deduce and infer meaning from a variety of spoken or written texts.
- translate into and out of the target language.

### **How does your study of Languages support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Modern Foreign Languages touches on so many other subjects; language learning is the development of literacy skills, which are essential to the study of all subjects. In years 7 and 8, students complete a cultural unit that could be about an artist, a book, a film or the study of a custom or festival in the target language culture. At GCSE (and A Level), students discuss global and social issues, which link to study in Science, Geography, Religious Education and Citizenship. There are very close links with the study of English in terms of grammatical language, expressing opinions and developing arguments, as well as the use of literary texts both at GCSE (and at A level). You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

### **How can you deepen your understanding of Languages?**

The MFL department offers lots of great opportunities for you to really engage with this fabulous subject. We have many exciting opportunities to enrich your linguist experiences. There are regular trips abroad where you immerse yourself in the cultural life of the language or languages you study. Past visits have included trips to Brussels, where you can visit a chocolate factory and see the headquarters of the European Parliament. Also, we visit the beautiful capital city of Paris, where we spend a week practising our French, sampling French food specialties, enjoying the views of the city from atop the Eiffel Tower, appreciating the splendid artworks in the Musée du Louvre and the Musée d'Orsay as well as the thrills of Parc Disneyland. For our Spanish students, Barcelona is a city that invites you to sample the local delicacies in a tapas restaurant, the amazing artworks of Dali, Miró and Picasso, the bustling streets around Las Ramblas in the heart of the city as well as a grand tour of the Camp Nou stadium, home of FC. Barcelona. Fun times are also had at the aquarium and the beach, with excursions to the town of Figueres, Lloret de Mar to Waterworld and Port Aventura theme park. Additionally, shorter trips have been to Lille for their Christmas markets and even to Manchester markets in December as a reward trip.

In school, we always aim to support charities and in September, students raise money for Macmillan Cancer Support through our annual coffee morning - held in either French or Spanish. Students are waiters and serve whilst practising their French/Spanish for this wonderful cause.

In order to inform students of the pathways that are available post GCSE, visitors from Routes into Languages as well as local Sixth-form colleges have come into school to deliver bespoke packages and students are also able to visit the MFL departments on trips to these establishments.

Other enrichment opportunities have included the possibility of learning GCSE French as an extra qualification after school, which has been very successful in the past. Furthermore, Portuguese beginners' lessons for our keen linguists have been held and supported by native speaking students. Display boards around the department show the wealth of different languages spoken within school - by both staff and students - who have prepared a display of key greetings in languages from Polish to Hungarian.

Future plans hope to include the school's participation in the annual Spelling Bee with schools across OGAT, as well as beginners' enrichment lessons in German.

Get involved! Become a linguist.

### **How are you assessed in Modern Foreign Languages?**

Throughout the 5 year language course, you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. There are 6 assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the MFL curriculum.

#### **Key Assessment Objectives**

AO1: LISTENING: understand and respond to spoken language.

AO2: SPEAKING: communicate and interact in speech.

AO3: READING: understand and respond to written language.

AO4: WRITING: communicate in writing.

### **How can MFL support your future?**

Of course, we offer the study of GCSE and links to local colleges where A-Level languages are taught are strong; we offer transition lessons and taster opportunities where you can visit and experience what the MFL departments have to offer and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Languages into GCSE or A level or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

Modern Foreign Languages are offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. Linguistics, Law, Politics, Tourism, International Studies, History, English, Philosophy. The very fact that you have been able to study linguistic thinking will help your future application be it for colleges, universities, apprenticeships or employment.

Careers that the study of MFL supports include:

- Translator
- Interpreter
- Teacher in the UK or abroad.
- Lawyer
- Marketing executive
- Diplomatic service officer
- International aid/ development worker
- Tour manager
- International hotel or catering manager
- Media/ advertising

**CURRICULUM PROGRESSION PATHWAY FOR MODERN FOREIGN LANGUAGES AT OUTWOOD ACADEMY  
HAYDOCK**

	<b>YEAR 7 French (1st year)</b>	<b>YEAR 8 French (2nd year)/Spanish – ab-initio</b>	<b>YEAR 9 French – ab-initio/ Spanish (3rd year)</b>	<b>YEAR 10 Spanish(2nd year) / French(4th year)</b>	<b>YEAR 11 Spanish (5th year)</b>
<b>Autumn I</b>	<p><b>Introduction to the target language.</b></p> <ul style="list-style-type: none"> <li>● High-frequency words</li> <li>● Phonics/ pronunciation</li> <li>● Memory techniques</li> <li>● Gender M/F</li> </ul> <p><b>Introduction to Free Time unit.</b></p> <ul style="list-style-type: none"> <li>● Opinions</li> <li>● Articles</li> <li>● Adjectives</li> <li>● Using negatives</li> <li>● Infinitive verbs - regular</li> </ul>	<p><b>French:</b></p> <p><b>Technology &amp; Social Media.</b></p> <ul style="list-style-type: none"> <li>● Types of technology</li> <li>● Activities using technology</li> <li>● Comparing technology and saying what you prefer</li> <li>● negative expressions</li> <li>● comparatives</li> <li>● revision of present tense verbs</li> <li>● possessive adjectives</li> </ul> <p><b>Spanish – ab-initio:</b></p> <p><b>Introduction to the target language.</b></p>	<p><b>French – ab-initio:</b></p> <p><b>Introduction to the target language.</b></p> <ul style="list-style-type: none"> <li>● High-frequency words</li> <li>● Phonics/ pronunciation</li> <li>● Memory techniques</li> <li>● Gender M/F</li> <li>● Greetings</li> </ul> <p><b>Introduction to Free Time unit.</b></p> <ul style="list-style-type: none"> <li>● Opinions</li> <li>● Indefinite/definite articles</li> <li>● Adjectives</li> <li>● Using negatives</li> <li>● Infinitive verbs - regular</li> <li>● Present Tense verbs</li> <li>● Verbs to do/play</li> <li>● Partitive article</li> </ul>	<p><b>Theme 1: Identity and Culture. Free Time.</b></p> <ul style="list-style-type: none"> <li>● Opinions</li> <li>● Verb recall – Present Tense</li> <li>● Music/TV/Film</li> <li>● Event tickets</li> <li>● Future plans</li> <li>● Preterite recall/Last weekend...</li> <li>● Eating out</li> </ul>	<p><b>Theme 1: Identity and Culture. Customs and Festivals.</b></p> <ul style="list-style-type: none"> <li>● Festivals</li> <li>● Comparing festivals around the world</li> </ul> <p><b>Theme 3: Current &amp; Future Study &amp; Employment. Jobs and Ambitions.</b></p> <ul style="list-style-type: none"> <li>● Jobs and Careers</li> <li>● Future plans</li> <li>● Advantages and disadvantages of careers</li> <li>● Interviews</li> <li>● Work Experience</li> </ul>

		<ul style="list-style-type: none"> <li>• High-frequency words</li> <li>• Phonics/ pronunciation</li> <li>• Memory techniques</li> <li>• Gender M/F</li> <li>• Greetings</li> </ul> <p><b>Introduction to Free Time unit.</b></p> <ul style="list-style-type: none"> <li>• Opinions and Extended opinions</li> <li>• Articles</li> <li>• Positive and negative adjectives</li> <li>• Using negatives</li> <li>• Infinitive verbs - regular AR</li> <li>• Present Tense verb conjugation</li> </ul>	<p><b>Spanish:</b> <b>Welcome to Madrid.</b></p> <ul style="list-style-type: none"> <li>• Study of a Spanish-speaking city</li> <li>• Tourist sites</li> <li>• Buying tickets</li> <li>• Booking accommodation</li> <li>• Travel and directions</li> <li>• Activities in a city</li> <li>• Conditional Tense revisit - what you would do there</li> <li>• Past Tense revisit</li> </ul>		<p><b>Theme 2: Local, national etc. areas of interest.</b> <b>Social Issues.</b></p> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Healthy lifestyle</li> </ul>
<b>Autumn 2</b>	<p><b>Free Time.</b></p> <ul style="list-style-type: none"> <li>• Present Tense verbs</li> <li>• Extended opinions</li> </ul>	<p><b>French:</b> <b>Music, Film, Arranging a date.</b></p> <ul style="list-style-type: none"> <li>• music genres</li> </ul>	<p><b>French – ab-initio:</b> <b>My Family Life and Friends.</b></p> <ul style="list-style-type: none"> <li>• Pets</li> </ul>	<p><b>Theme 1: Identity and Culture. Family and Friends</b></p>	<p><b>Mock Examinations.</b></p>

	<ul style="list-style-type: none"> <li>• Positive and negative adjectives</li> </ul> <p><b>Me and My Family.</b></p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Numbers</li> <li>• Family</li> <li>• Names and ages</li> <li>• Family and free time</li> <li>• Indefinite/definite article</li> <li>• Cultural awareness of Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>• preferences and opinions</li> <li>• study of a French sons</li> <li>• film genres</li> <li>• study and review of a short film</li> <li>• question words</li> <li>• arranging a date with a friend</li> <li>• buying tickets</li> </ul> <p><b>Spanish – ab-initio: Me and My Family.</b></p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Numbers</li> <li>• Family</li> <li>• Verb to have</li> <li>• Names and ages</li> <li>• Family and free time</li> <li>• Indefinite/definite article</li> <li>• Cultural awareness of Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Family</li> <li>• Names and ages</li> <li>• Family and free time</li> <li>• Develop listening &amp; Reading skills</li> </ul> <p><b>My Celebrations.</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness of Christmas traditions</li> <li>• Conditional Tense with infinitive structure.</li> <li>• Traditional food and recipes</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>• School preferences</li> <li>• Dreams related to past experiences</li> <li>• Ways to make money</li> <li>• Future plans and studies</li> <li>• Conditional and Imperfect Tenses</li> <li>• Skills for the work of work</li> <li>• Understanding job adverts</li> </ul>	<ul style="list-style-type: none"> <li>• Basics recall- name/physical descriptions/personality/ ages/birthdays</li> <li>• Relationships</li> <li>• Qualities of others</li> <li>• Marriage and future plans</li> </ul> <p><b>Theme 2: Local, national etc. areas of interest. Home.</b></p> <ul style="list-style-type: none"> <li>• Home – description and opinions</li> <li>• Furniture</li> <li>• Ideal home</li> <li>• Conditional Tense</li> <li>• Describing town</li> <li>• Advantages and disadvantages</li> <li>• Use of poder/pouvoir</li> </ul>	<p><b>Theme 2: Local, national etc. areas of interest. Social Issues.</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Charity and voluntary work</li> <li>• Environment</li> <li>• Global issues (poverty/homelessness/inequality)</li> </ul>
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<p><b>Spring I</b></p>	<p><b>Personal descriptions.</b></p> <ul style="list-style-type: none"> <li>• Describe people physically/ personality.</li> <li>• giving opinions</li> <li>• Use 'to be' and 'to have.'</li> <li>• Understand adjective agreements.</li> <li>• Plurals</li> <li>• Develop listening &amp; Reading skills</li> </ul>	<p><b>French: Holidays.</b></p> <ul style="list-style-type: none"> <li>• Holiday destinations using the verb 'to go'</li> <li>• Travel</li> <li>• Holiday accommodation</li> <li>• Comparing destinations</li> <li>• Cultural link to destinations</li> <li>• Holiday activities in the present tense</li> <li>• Adverbs of time</li> <li>• Weather</li> </ul> <p><b>Spanish – ab-initio: Personal descriptions.</b></p> <ul style="list-style-type: none"> <li>• Describe people physically/ personality.</li> <li>• giving opinions</li> <li>• Use 'to be' (ser and estar) and 'to have.'</li> <li>• Understand adjective agreements.</li> </ul>	<p><b>French – ab-initio: My Personal Life. Personal descriptions.</b></p> <ul style="list-style-type: none"> <li>• Describe people physically/ personality.</li> <li>• giving opinions</li> <li>• Key irregular present tense verbs</li> <li>• Use 'to be' and 'to have.'</li> <li>• Understand adjective agreements.</li> <li>• Plurals</li> <li>• Develop listening &amp; Reading skills</li> </ul> <p><b>Spanish: Healthy Lifestyles:</b></p> <ul style="list-style-type: none"> <li>• Food preferences</li> <li>• Food habits now and in the past</li> <li>• What you intend to eat in the future</li> <li>• Imperfect Tense</li> <li>• Comparing previous eating habits</li> <li>• Buying food and drink</li> </ul>	<p><b>Theme 2: Local, national etc. areas of interest. Home Town.</b></p> <ul style="list-style-type: none"> <li>• Town v countryside - using comparatives and superlatives</li> <li>• Shopping and clothes</li> <li>• Writing/Speaking skills</li> </ul> <p><b>Theme 3: Current &amp; Future Study &amp; Employment. My Studies.</b></p> <ul style="list-style-type: none"> <li>• Opinions about school</li> <li>• Timetable</li> <li>• Facilities</li> <li>• Describing school - day/life/ uniform</li> </ul>	<p><b>All themes &amp; Topics</b></p> <p>Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation.</p> <p><b>Speaking Preparation.</b></p> <ul style="list-style-type: none"> <li>• Roleplay</li> <li>• Photocard</li> <li>• General Conversation</li> </ul> <p><b>Speaking Mock Examinations.</b></p> <p><b>All Themes &amp; Topics</b></p> <p>Skills focus listening &amp; reading – improving exam technique for all question types.</p> <p>Skills focus writing flipped to speaking.</p> <p><b>Revision of:</b></p> <ul style="list-style-type: none"> <li>• TI Family</li> </ul>
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		<ul style="list-style-type: none"> <li>• Plurals</li> <li>• Develop listening &amp; Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Booking a table/Restaurant</li> </ul>		<ul style="list-style-type: none"> <li>• T1 Leisure</li> <li>• T2 Home Town/House</li> <li>• T1 Technology</li> <li>• T2 Travel and Tourism</li> <li>• T3 My Studies</li> <li>• T3 Life at School</li> </ul>
<b>Spring 2</b>	<b>Sports and Free Time.</b> <ul style="list-style-type: none"> <li>• Verbs to do/play</li> <li>• Partitive article</li> <li>• Describing what you are like – physical character and personality</li> </ul>	<b>French:</b> <ul style="list-style-type: none"> <li>• Comparing holidays to in those in French speaking countries</li> <li>• Past tense.</li> <li>• Regular/Irregulars past verbs</li> <li>• Describing a past holiday</li> </ul> <b>Spanish – ab-initio: Sports and Free Time.</b> <ul style="list-style-type: none"> <li>• Verbs to do/play</li> <li>• Use of ‘a’ with definite article</li> </ul>	<b>French – ab-initio: An Unforgettable Meeting.</b> <ul style="list-style-type: none"> <li>• Past tense with avoir and key verbs using être</li> <li>• Describing past activities</li> <li>• Shopping for clothes</li> <li>• Arranging a date with a friend</li> </ul> <b>Spanish: Healthy Lifestyle.</b> <ul style="list-style-type: none"> <li>• Discussing what a healthy diet is</li> <li>• Daily Routine.</li> <li>• Food/Sport/Exercise</li> <li>• Comparing lifestyles to Central/South America</li> </ul>	<b>Theme 3: Current &amp; Future Study &amp; Employment. My Studies.</b> <ul style="list-style-type: none"> <li>• Talking about school rules and stresses</li> <li>• Discussing the advantages and disadvantages of school</li> <li>• Describing one’s ideal school</li> </ul> <b>Theme 1: Identity and Culture. Technology.</b> <ul style="list-style-type: none"> <li>• 3 tenses – technology and social media</li> <li>• Use of technology</li> <li>• Advantages and disadvantages of social media/technology</li> </ul>	<b>Revision of all key topics and skills:</b> <ul style="list-style-type: none"> <li>• Themes 1/2/3 in LRW.</li> </ul> <b>2nd Mock Examinations.</b>  <b>Speaking Revision.</b> <ul style="list-style-type: none"> <li>• Roleplay</li> <li>• Photocard</li> <li>• General Conversation</li> </ul>

		<ul style="list-style-type: none"> <li>describing what you and others do and play</li> </ul>	<ul style="list-style-type: none"> <li>Describing health issues such as drugs, smoking and alcohol</li> <li>Body Image - healthy v good-looking?</li> </ul>		
<b>Summer I</b>	<b>Town</b> <ul style="list-style-type: none"> <li>What there is</li> <li>What you do in town</li> <li>To go</li> <li>Use of 'pour' with infinitives</li> <li>What you are going to do in the future</li> </ul>	<b>French: Festivals and Celebrations:</b> <ul style="list-style-type: none"> <li>typical French celebrations</li> <li>Connected activities at a celebration</li> <li>Describing events</li> <li>Future and Conditional tense - saying what you will and would like to do there</li> <li>Giving reasons for choices in different tenses.</li> </ul> <b>Spanish – ab-initio: Town</b> <ul style="list-style-type: none"> <li>What there is</li> </ul>	<b>French – ab-initio: Schools around the world.</b> <ul style="list-style-type: none"> <li>Talk about school subjects/teachers.</li> <li>Give extended opinions</li> <li>Describe the school day</li> <li>Telling the time</li> <li>Use the regular present tense for activities at school</li> <li>Days of the week</li> </ul> <b>Spanish: Globals and Social Issues.</b> <ul style="list-style-type: none"> <li>World issues</li> <li>Global problems and solutions</li> <li>Description of an ideal world</li> </ul>	<b>Theme 1: Identity and Culture. Technology.</b> <ul style="list-style-type: none"> <li>Speaking and Writing focus on technology across 3 tenses</li> </ul> <b>Theme 2: Local, national etc. areas of interest. Travel and Tourism.</b> <ul style="list-style-type: none"> <li>Destinations</li> <li>Travel/transport</li> <li>Accommodation</li> <li>Complaints</li> <li>Describing holiday activities using different tenses</li> <li>Describing a future/ideal holiday and comparing different types of holidays</li> </ul> Using the past and imperfect tenses to describe a past holiday	<b>Final Speaking Preparation.</b> <ul style="list-style-type: none"> <li>Roleplay</li> <li>Photocard</li> <li>General Conversation</li> </ul> <b>External Examinations:</b> Speaking. (2nd April - 17th May 2024 TBC.) <b>Revision of all key topics and skills:</b> Themes 1/2/3 in LRW.

		<ul style="list-style-type: none"> <li>• What you do in town</li> <li>• To go</li> <li>• Use of 'para' with infinitives</li> <li>• What you are going to do in the future</li> </ul>			
<b>Summer 2</b>	<b>Schools around the world.</b> <ul style="list-style-type: none"> <li>• Talk about school subjects/teachers.</li> <li>• Give extended opinions</li> <li>• Describe the school day</li> <li>• Telling the time</li> <li>• Use the regular present tense for activities at school</li> <li>• Days of the week</li> </ul>	<b>French: Birthdays and Christmas/Eid. Town</b> <ul style="list-style-type: none"> <li>• Describing what you typically do during Christmas/birthdays/Eid</li> <li>• Giving positive and negative opinions using key adjectives</li> <li>• Describing a past celebration</li> </ul> <b>Spanish – ab-initio: Schools around the world.</b> <ul style="list-style-type: none"> <li>• Talk about school subjects/teachers.</li> </ul>	<b>French – ab-initio: My Future, My Careers and Technology.</b> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Describing key activities you would do in a job</li> <li>• Future Tense</li> <li>• Technology</li> <li>• How technology is used in the world of work</li> <li>• Technology with Free Time activities</li> </ul> <b>Spanish: GCSE preparation/Revise and Consolidate.</b> <ul style="list-style-type: none"> <li>• Writing tasks</li> <li>• Vocab learning</li> <li>• How to L/R</li> </ul>	<b>Revision/Speaking Preparation.</b> <ul style="list-style-type: none"> <li>• Revision linked to all themes</li> <li>• Practice question styles at all tiers</li> <li>• Theme 1 Speaking revision of Roleplay and Photocard – linking to Go2verbs</li> <li>• Theme 2 Speaking revision of Roleplay and Photocard – linking to Go2verbs</li> <li>• Theme 3 Speaking revision of Roleplay and Photocard – linking to Go2verbs</li> <li>• Reading and Writing across the 3 themes</li> </ul>	<b>External Examinations:</b> Listening and Reading. (4th June 2024 AM TBC.)  <b>External Examinations:</b> Writing (10th June 2024 PM TBC.)

		<ul style="list-style-type: none"><li>• Give extended opinions</li><li>• Describe the school day</li><li>• Telling the time</li><li>• Use the regular present tense for activities at school</li><li>• Days of the week</li></ul>	<ul style="list-style-type: none"><li>• Speaking skills</li><li>• Writing flipped to speaking</li></ul>		
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