

Subject:	French	Year	10 - GCSE	Ability	All
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Term / Date(s)	Unit 1	Unit 2A	Unit 2B	Unit 3	Unit 4	Unit 5	Unit 6	Revision module
Unit	Identity and relationships with others	Celebrity culture	Technology	Free time	Customs & Festivals	Healthy living	Education and work	Mock exam preparation and completion
Timescale	September 2024 4 weeks	October 2024 4/5 weeks	November 2024 4 weeks	December 2024- January 2025 6 weeks	February 2025 4 weeks	March 2025 4 weeks	April-May 2025 6 weeks	June-July 2025
Assessment / key pieces	Golden Knowledge Checkpoint – writing (photo and 90 words)	Listening assessment in class	Reading assessment in class Speaking assessment in class	Golden Knowledge Checkpoint – writing (photo and 90 words)	Listening assessment in class	Reading assessment in class Speaking assessment in class	Golden Knowledge Checkpoint – writing (photo and 90 words)	Full paper – AQA specimen papers for new spec. Reading, listening, writing and speaking
Unit overview Students will learn...	Family recap Describing self and personality Describing physical appearance Describing nationality and religion	Celebrity culture in French speaking countries Cultural knowledge of French celebrities	Technology in Everyday Life Desirable gadgets Uses of technology Advantages and disadvantages of technology.	Hobbies and interests Spending free time	Festivals in UK and francophone world Customs and traditions in the home Meals and mealtimes Activities according to weather	Diet, food and drink Fitness Health Lifestyles Opinions and reasons on healthy and unhealthy lifestyles	Students can independently produce and understand language to: Describe their school life Express opinions and justifications on school subjects, facilities and rules Academic strengths and weaknesses Future plans Work /job preferences	Recap of all year’s prior content
Components	Students can describe their own and other people’s appearance, personality, nationality and religion. Students can use some idiomatic phrases so that they can add sophistication to their descriptions. Students can use a range of opinions and reasons and describe activities with friends and family.	Students can give opinions and personal details on a variety of celebrities/famous people. Students can refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Students can give opinions about celebrities’ activities/influences	Students can independently produce and understand language to describe the use of technology in everyday life. Students can understand and refer to a variety of gadgets and their applications. Students can give and understand different opinions on the internet and their favourite gadget. Students can give and understand comparisons of aspects of technology Students can give and understand advantages	Students can independently produce and understand language to describe how they spend their free time Students can independently produce and understand language to describe where they spend their free time Students can describe how they like to spend time with another person and why Students can give and understand viewpoints on free time activities.	Students can independently produce and understand language to describe different festivals and give their opinions on them. Students can refer to and understand different festivals/traditions and how they are celebrated in the UK and in French speaking countries Students can describe how they like to spend time at festivals and why. Students can give and understand viewpoints on different festivals/traditions.	Students can independently produce and understand language to describe their diets and fitness. Students can describe something they did recently relating to health and diet Students can refer to aspects of their current lifestyle which are healthy and unhealthy and compare this to how it used to be. Students can understand and give examples of recommendations in order to be healthy. Students can understand and describe what they should/are going to do in	Students can independently produce and understand language to describe their school life Students can express positive and negative opinions on subjects and their school Students can refer to school timetables Students can describe extra-curricular activities Students can discuss and understand viewpoints of school rules Students can refer to past events in school Students can describe future plans in terms of studies	Recap of all year’s prior content

	<p>Students can describe different types of relationships with others. Students can use the imperfect tense so that they can describe past relationships with family and friends. Students can use the relative pronoun "qui" and idiomatic phrases so that they can create more complex sentences. Students can recognise and use emphatic pronouns so that they can refer to others without repetition. Students can understand and express viewpoints on marriage and having a family. Students can use the conditional tense so that they can describe ideal partners.</p>	<p>on young people and wider society. Students can refer to events involving famous people eg music, film, TV, fashion, culture and technology.</p>	<p>and disadvantages of technology. Students can refer to and understand recent uses of technology and how they would like to use it in the future.</p>	<p>Students can refer to and understand different tenses in the context of free time (past and future). Students can use and understand verbs 'jouer' and 'faire' with correct partitive</p>	<p>Students can describe how they and others celebrate birthdays. Students can describe what the weather is like at different festivals to give an account. Students can talk about a past festival/celebration</p>	<p>order to be healthier in the future.</p>	<p>Students can describe future plans in terms of work /career</p>	
<p>What students should already know (Prior learning components)</p>	<p>Give and understand own and others' opinions. Know some verbs to describe usual activities. Recognise and produce the past and future tenses.</p>	<p>Give and understand own and others' opinions and reasons. Know some key regular verbs which appear in this topic (e.g. <i>regarder, écouter, jouer</i>) Produce and understand opinions with infinitives. ER verbs Structures such as <i>afin de/pour + infinitives</i></p>	<p>Give and understand own and others' opinions and reasons. Know some key regular verbs which appear in this topic (e.g. <i>regarder, écouter, jouer</i>) Produce and understand opinions with infinitives. Use basic negatives</p>	<p>Give and understand information on typical free time activities such as hobbies and sports. Give and understand basic opinions and reasons. Understand some weather phrases. Understand and use some frequency phrases Give and understand negative structures <i>er</i> verbs</p>	<p>Give and understand information on food and drink items. Give and understand clock times Give and understand opinions with justifications Give and understand dates and seasons.</p>	<p>Give complex opinions Some food/drink items of vocabulary Imperfect tense phrases (<i>c'était</i>) (Year 10) Near future (<i>je vais ...</i>)</p>	<p>Give and understand opinions, school subjects, times Give and understand phrases in the perfect tense Give and understand phrases in the future tense</p>	<p>Recap of all year's prior content</p>

Transferrable knowledge (skills)	<p>The ability to use and understand vocabulary relating to personal identity and that of others.</p> <p>Adjectival agreements.</p> <p>Reflexive verbs-reflexive pronouns.</p> <p>Using a variety of tenses; perfect, imperfect, near future, simple future and conditional.</p> <p>Idiomatic phrases.</p> <p>Emphatic and relative pronouns.</p>	<p>The ability to use and understand vocabulary relating to celebrity culture</p> <p>Adjectival agreements</p> <p>Adjectival positioning (including more than one)</p> <p>Adverbs of intensity</p> <p>Avoir (present)</p> <p>Cardinal numbers (1-30)</p> <p>Conditional tense (je voudrais)</p> <p>De after negative</p> <p>Definite articles</p> <p>Emphatic pronouns (avec moi, toi)</p> <p>Être (present)</p> <p>Expressing age</p> <p>Formation of nouns (feminine/plural)</p> <p>Impersonal verb phrase (il y a)</p> <p>Indefinite articles</p> <p>Negative (ne... pas)</p> <p>Possessive adjectives (mon, ma, mes, ton, ta, tes)</p> <p>Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)</p> <p>Subject pronouns</p> <p>Interrogatives (comment...?)</p>	<p>The ability to use and understand vocabulary relating to technology in everyday life.</p> <p>The ability to use an opinion phrase in the present (<i>j'aime, j'adore, je déteste, je préfère, je n'aime pas</i>, with an infinitive.</p> <p>The ability to use a conditional opinion with an infinitive (<i>je voudrais</i>).</p> <p>The ability to use an opinion phrase in the perfect tense with an infinitive: (<i>J'ai toujours voulu</i>)</p> <p>The ability to use and understand -er verbs in the present and past tense.</p> <p>Know how to accurately use complex phrases with a preceding object.</p> <p>Know how to use 'in order to' and an infinitive structure.</p> <p>The ability to apply and understand complex opinions and reasons about technology</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with key verbs.</p> <p>The ability to use a negative structure + 'de'</p>	<p>The ability to use and understand vocabulary relating to hobbies and free time activities</p> <p>The ability to use and understand high frequency verbs (<i>faire</i> and <i>aller</i>).</p> <p>Know how to accurately use and recognise 'quand' and 'si' phrases</p> <p>Know how to accurately use negative structures</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to use preceding objects</p> <p>Know how to say how long they have been doing something for ('depuis')</p> <p>The ability to recognise and refer to the past, present and future tense.</p>	<p>The ability to use and understand vocabulary relating to festivals and traditions.</p> <p>The ability to use and understand the 4 high frequency verbs 'être', 'avoir', 'aller' and 'faire'.</p> <p>The ability to use and understand reflexive verbs in context.</p> <p>The ability to recognise and refer to the past, present and future tense with regular and high frequency irregular verbs.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>The ability to apply and understand 'avoir' expressions</p> <p>The ability to apply and understand 'faire' + weather expressions.</p> <p>The ability to use and understand negative structures</p>	<p>The ability to use and understand vocabulary relating to Healthy Living</p> <p>The ability to use and understand high frequency verbs (<i>faire, aller</i>)</p> <p>The ability to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p> <p>Modal and impersonal verbs</p>	<p>The ability to use and understand vocabulary relating to school life</p> <p>The ability to use and understand numbers and time phrases</p> <p>The ability to use and understand modal verbs.</p> <p>The ability to use and understand subjunctive triggers with irregular verbs</p> <p>The ability to use and understand more complex opinion phrases</p> <p>The ability to use and understand the pluperfect tense</p> <p>The ability to use and understand the conditional perfect tense.</p>	<p>Recap of all year's prior content</p>
Key lexicogrammar pupil will know and learn	<p>Know and understand vocab on the specification relating to: describing self and others, including religion and nationality. Activities in the present and past tense. Opinions</p>	<p>Know and understand vocab on the spec relating to: popular and celebrity culture</p>	<p>Know and understand vocab on the spec and content mat relating to: Using technology, gadgets, internet (Social media, websites, forms)</p> <p>Positive and negative viewpoints on technology including</p>	<p>Know and understand vocab on the spec relating to: free time activities (e.g. sports, hobbies), time and frequency phrases (e.g. as well as how long for), conditional sentences (e.g. if and when), negative</p>	<p>Know and understand vocab on the spec and on content mat relating to: food and drink festivals (names) activities specific to festivals weather specific to activities</p>	<p>Know and understand vocab on the spec relating to: Food/drink/food categories Healthy, unhealthy life styles Present, imperfect and near future tenses Use reflexive verbs</p>	<p>Know and understand vocab on the spec relating to: school (subjects, facilities) School rules and regulations University, gap year Jobs and careers, extra-curricular activities,</p>	

	and reasons on marriage.		advantages and disadvantages of the internet.	structures (e.g. not, never, no longer, only)	positive and negative viewpoints on different festivals	Use subjunctive triggers and simple subjunctive verbs Use of preceding object 'en'	positive and negative viewpoints on school life.	
Assessment activities	Pupils will complete a key piece in week 3 of the module. It will be a 90 word written task to check retention of key vocabulary and structures. This will be marked by the teacher, using the exam mark scheme and students will green pen it when back. For improvement, they will then complete another similar task. Students will also complete a written photo task which will be marked by the teacher and feedback and opportunity for improvement provided.	Pupils will complete a key piece approximately half way through the module. It will be a translation into French. It will be 5 sentences for 10 marks in total. This will be marked by the teacher and pupils will green pen it when back. For improvement, they will then complete another similar task. At the end of the module, pupils will do a listening assessment, including a dictation as per new specifications. Pupils will then get a score and work from transcripts to understand where they lost marks.	Pupils will complete a key piece at around week 2 of the module to check the knowledge accrued so far. Pupils complete a translation into French, an extended piece of writing and a reading task about technology but also modules studied so far. This assessment relies also on prior knowledge from Y9 (adjectives/key verbs). Following the key piece pupils will receive teacher feedback. Work will be marked and pupils will be given a raw mark. Pupils receive and WWW (what went well) and EBI (even better if) feedback. There is then time in lesson for pupils to correct their work and then after re-teach pupils complete an improvement task which is similar to the key piece. This assessment will be key in helping us set the pupils, ready for September (start of module 1B).	Pupils will complete a key piece at around week 4 of the module to check knowledge accrued so far in the course. They will complete a 90-word key piece which covers the current topic (free time) and the topic of friends and descriptions from the year 9 curriculum (module 1 in year 9). The key piece is marked by the teacher and pupils are given a mark /16 and WWW (what went well) and EBI (even better if) feedback. Following the lesson, pupils correct their errors, teachers go through common errors/misconceptions with the class and then pupils complete a partial version of the assessment which is slightly amended (2 bullet points rather than 4.) The final assessment is a speaking assessment based around a conversation which will cover the topics of technology (from module 1 A) and free time. To achieve a good score, pupils need to retrieve all their French learning to say well developed	Pupils will complete a key piece at around week 4 of the module to check knowledge accrued so far in the course. In module 2, pupils are assessed on their reading skills. The assessment includes GCSE type questions and goes back to module 1A (technology), module 1B (popular culture), module 2 (free time activities) and on the current topic of festivals. This is the opportunity to go over past units to reinforce previous learning and check for any misconceptions. This is peer assessed and pupils a given a raw score. An improvement task is then completed in a feedback dedicated lesson. At the end of the half term, pupils are assessed on translation skills into English. This is also a reading skill so it permits to have a full picture of pupils' understanding to date. This is peer assessed and pupils get a raw score. Pupils will then green pen their work and attempt another similar task in lesson.	Half way through the module, pupils will practise the photocard part of the speaking assessment. They will have 2 photos to describe for 5 marks, as per new GCSE. If only one photo is described, 1 mark is deducted. This will be followed by a few written questions looking like the 'unprepared conversation' (20 marks). Pupils will do this as a peer assessment but teacher will collect the written preparation to check for common misconceptions. At the end of the module, pupils will do either a 90 word task or a 150 word task as per the writing exam. Foundation pupils will practise 90 words, while higher pupils will get their first try at 150 word tasks. For the 90 word task, there will be 3 bullet points in English while there will only be 2 for the 150 word task. This will be marked by the teacher and feedback/improvement will be done in class. This is a great opportunity for teachers to notice common misconceptions and grammar issues for re-teach purposes.	Pupils will complete a key piece approximately half way through the module. It will be a translation into French. It will be 5 sentences for 10 marks in total. This will be marked by the teacher and pupils will green pen it when back. For improvement, they will then complete another similar task. At the end of the unit, pupils will complete listening assessment covering all topics seen so far. This is their last chance to practise listening before their Y10 mocks. They will receive a raw mark and specific questions will be attempted for a second time depending on where pupils performed the least well. This is another opportunity to give pupils a cumulative assessment, this helps the teacher identify weaknesses to tackle misconceptions for their GCSEs. Once the module is finished, pupils complete a full set of Mock Exams covering all four skills (Listening, Speaking, Reading and Writing). This will test covered so far in the Curriculum Plan and is essential to check pupils' levels of understanding and to be able to eliminate	

				answers. Pupils complete the assessment with their teacher and get immediate verbal feedback as well as a raw score and WWW (what went well) and EBI (even better if) feedback.			misconceptions. Pupils will receive feedback and scores for all aspects of the assessments and teachers will re-teach key misconceptions as identified by the component level analysis. Pupils will re-do similar questions across all skills and improve answers to the general conversation following teacher feedback and re-teach.	
Resources available	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5	
		Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	
Cultural capital	Nationalities, religion. Celebrating cultures and cultural differences.	French celebrities	French poem – teenager’s view on mobile phone.	Video clips: https://www.youtube.com/watch?v=6pn5VMe1ZqY&t=18s , Accrobranche instructor Jeff Corsi longboarder video	La fête des rois , Epiphany, differences with traditions (e.g. Christmas, April Fools)	Healthy living French online survey	Job advert	

<p>Notes</p> <p>Why this topic is important...</p>	<p>This topic appears in theme 1 of the new AQA specification and it builds on learning at KS3. This topic is important because it teaches students how to understand and communicate language on a topic that important to them- their family and friends. It allows revision of some of the most fundamental key grammar points needed for every topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, negative structures, reference to past, present and future. This topic also gives students cultural awareness of other people; nationalities, religions and allows them to celebrate diversity.</p>	<p>This topic appears in theme 2 of the new AQA spec and second in our learning as it links well with technology. It covers key grammar points needed for future learning. This topic also gives people some cultural awareness of France as they will be able to give opinions and personal details on a variety of celebrities/famous people. Students will be able to:</p> <ul style="list-style-type: none"> -refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. - give opinions about celebrities' activities/influences on young people and wider society. - refer to events involving famous people eg music, film, TV, fashion, culture and technology. 	<p>This topic appears in theme 3 on the AQA spec and in first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include opinions followed by infinitives of regular -er verbs, phonemes, first person present/perfect tense and -er verbs in the present tense, adjectival agreements, comparative structures, negative structures, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce information about how they use technology in everyday life and also detailed viewpoints backed up by reasons. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about technology, social media and opinions. Students will be able to:</p>	<p>This topic covers and allows for revision of key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, negative structures, time and frequency phrases and reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce information about their hobbies and interest and also detailed viewpoints backed up by reasons. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about free time activities and hobbies, opinions, frequency of events. Students will be able to: Express opinions and justifications on hobbies</p>	<p>This topic covers the big 4 high frequency verbs in French to allow for R&R. Past, present and future tenses are revisited as are negative structures. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information about festivals/traditions and also detailed viewpoints backed up by reasons about different festivals. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about festivals/traditions in the francophone world, and give their opinions with justifications. Students will be able to: Give an opinion about a favourite festival and give a reason why Describe how they like to spend time during a custom or festival. use the verb '<i>faire</i>' e.g. with a weather phrase. Use an '<i>avoir</i>' phrase Make reference to food and drink.</p>	<p>This topic appears in theme 1 on the AQA spec. It covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce information about their and other people's lifestyle choices and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of alcohol and substance misuse. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people's lifestyle, their opinions, their habits and their plans for a healthier lifestyle in the future. Students will be able to: This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum</p>	<p>This topic appears in theme 1 on the AQA spec and it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency regular and irregular verbs, adjectives, comparative structures, time phrases, reference to past, present and future. This will support pupils' future learning in future topics and make them better at becoming more fluent in using a variety of language and higher level/ high frequency structures. The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about school life Students will be able to: Express opinions on their favourite and least favourite subjects Describe what they like about school, the facilities, the staff and friends. Refer to their school timetable Give examples of extra-curricular activities Give examples of school rules Describe past events at school</p>	

			<p>Give an opinion on a favourite gadget and say why</p> <p>Describe how to use the internet and give their opinion</p> <p>Use a verb in the negative</p> <p>Use 'in order to'+ infinitive structure to describe how they use a device</p> <p>Say what they did recently with technology</p> <p>Describe what they would like in terms of technology</p> <p>Give a disadvantage of the internet.</p>	<p>Describe how they spend free time with family and friends</p> <p>Describe how long they have been doing something for</p> <p>Use 'si' and 'quand' with weather phrases</p> <p>Use the negative structure of key verbs</p> <p>Refer to a hobby they did recently</p> <p>Describe a hobby they are planning to do in the future</p> <p>Describe the frequency of activities</p> <p>Express opinions in the past and the future</p>	<p>Use a reflexive verb in the present tense</p> <p>Describe what they did last Christmas</p> <p>Use the perfect tense with at least two irregular verbs.</p> <p>Use the perfect tense in the 'I' form and with at least one other pronoun.</p> <p>Describe what I will do for a forthcoming event e.g. Easter</p> <p>Use a preceding object e.g. I find it fun/it makes me happy.</p>	<p>resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>Students will be able to:</p> <p>Describe their diet and give examples</p> <p>Describe their level of fitness with examples</p> <p>Describe something they did recently relating to their diet or fitness.</p> <p>Refer to what their fitness used to be like</p> <p>Give a recommendation of what people should/ should not do to stay healthy.</p>	<p>Describe future plans in terms of studies</p> <p>Describe future plans in terms of work</p>	
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