



**2022-2023 KS3 FRENCH CURRICULUM**

**MFL Vision Statement:**

The MFL department at WCA believes that the curriculum content should equip students with the language skills to understand and **communicate effectively** in the target language. We are committed to preparing our students to become **respectful** and **responsible global citizens** in a multilingual, multicultural and inter-dependent world. Our department provision offers students opportunities to increase their cultural capital and encourages them to be **ready to learn** by opening their minds to the target language countries and their cultures. We endeavour to foster **resilience** in our learners in order for them to build confidence to use their language skills **independently** as they progress through their learning journey

Year 7 Curriculum Map 22-23		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Y7 French curriculum follows a narrative where students prepare for a 'visit' to the town of Boulogne in France.</b>							
<b>MFL French</b>	Curriculum Content inc Knowledge, Skills & Cultural Capital	<b>Avant le départ!</b> Students are preparing for a French exchange to France. During this unit of work, they will learn sufficient language to be able to introduce themselves, their family and their friends and talk about their hobbies and interests.  The core questions covered are: 1. <b>La France</b> 2. Phonics 3. Describing myself 4. Describing others 5. Interests 6. <b>Festivals</b>		<b>En France</b> Students have arrived in France. During this unit of work, they will learn the necessary language to be able to thrive well in France. Students will be able to cope in real world situations such as at customs, at the tourist information office, in shops and learn the necessary skills to communicate effectively with a host family.  The core questions covered are: 1. At the customs office 2. Making arrangements to go out 3. At the tourist information office 4. At the shops 5. <b>Eating out</b>		<b>On va visiter Paris!</b> Students are taking a trip to Paris. During this unit of work, they will learn the necessary language to be able to enjoy a being a tourist in the most visited city in the world. Students will be able to cope in real world situations such as at booking hotel rooms, eating out, planning itineraries, traveling by public transport and asking for directions.  The core questions covered are: 1. Booking tickets 2. At the hotel / restaurant 3. <b>What can you see and do in Paris?</b> 4. Describing a visit 5. <b>Celebrating Bastille Day</b>	
	Assessment	Knowledge of "Universals" is assessed throughout the year in the form of low stakes tests. There is a Significant Marked Piece marked every half term and a ATLP Common Assessment every term. A pupil's performance across all four skills throughout the year is taken into account when determining their overall performance in the language.					
	Literacy Links	<ul style="list-style-type: none"> <li>Adjectives and adjectival agreement</li> <li>Articles: definite, indefinite, partitive</li> <li>Cognates</li> <li>Comparatives and superlatives</li> <li>Connectives</li> <li>Impersonal structures</li> </ul>		<ul style="list-style-type: none"> <li>Infinitives and infinitive structures</li> <li>Modal verbs</li> <li>Negatives</li> <li>Nouns: singular and plural</li> <li>Numbers 1-100</li> <li>Opinions</li> <li>Phonics</li> </ul>		<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Prepositions</li> <li>Pronouns</li> <li>Quantifiers &amp; intensifiers</li> <li>Question words</li> <li>Tenses: Present, perfect, imperfect, (near) future, conditional</li> </ul>	
	Curriculum Links	English: Phonics Geography: France (cities, rivers, mountains, bordering countries) RE: Religious festivals		Maths: Using money Technology: French food & drink		Maths: Time History: The French Revolution RE: Celebrations	
	Outside of the Curriculum	All students have the opportunity to participate in the Routes into Languages Spelling Bee					
	How can I support my child?	1. Encourage your child to learn their weekly set of vocab 2. Online learning: <a href="https://www.duolingo.com">www.duolingo.com</a> Free login. <a href="https://www.linguascope.com">www.linguascope.com</a> Ask your teacher for login information. 3. Visit the following Oak Academy links for home learning.					
	3. Describing myself Year 9 French Unit 1 Lesson 1 Part 1 <a href="https://...describe-a-person-or-a-thing-part-12">https://...describe-a-person-or-a-thing-part-12</a> Year 9 French Unit 1 Lesson 2 Part 2 <a href="https://...describe-a-person-or-a-thing-part-22">https://...describe-a-person-or-a-thing-part-22</a> Year 9 French Unit 1 Lesson 3 Part 1 <a href="https://...say-what-people-have-part-12">https://...say-what-people-have-part-12</a>		1. At the customs office Year 9 French Unit 3 Lesson 5 Part 1 <a href="https://...use-question-words-part-12">https://...use-question-words-part-12</a> Year 9 French Unit 3 Lesson 6 Part 2 <a href="https://...use-question-words-part-22">https://...use-question-words-part-22</a>  2. Meeting my host family Year 9 French Unit 3 Lesson 7 Part 1 <a href="https://...say-people-do-not-do-something-part-12">https://...say-people-do-not-do-something-part-12</a> Year 9 French Unit 3 Lesson 8 Part 2 <a href="https://...say-people-do-not-do-something-part-22">https://...say-people-do-not-do-something-part-22</a>		1. Booking tickets Year 9 French Unit 3 Lesson 3 Part 1 <a href="https://...ask-questions-part-12">https://...ask-questions-part-12</a> Year 9 French Unit 3 Lesson 4 Part 2 <a href="https://...ask-questions-part-22">https://...ask-questions-part-22</a>  3. What is there to do in Paris? Year 9 French Unit 1 Lesson 9 Part 1 <a href="https://...say-what-people-do-part-12">https://...say-what-people-do-part-12</a> Year 9 French Unit 1 Lesson 10 Part 2 <a href="https://...say-what-people-do-er-verbs-part-22">https://...say-what-people-do-er-verbs-part-22</a>		

2 lessons per week



[https:// ...talk-about-important-things-to-me-part-12](https://...talk-about-important-things-to-me-part-12)

5. Interests

Year 9 French Unit 1 Lesson 11 Part 1

[https:// ...say-what-people-do-part-12](https://...say-what-people-do-part-12)

3. Making arrangements to go out

Year 9 French Unit 2 Lesson 13 Part 1

[https:// ...say-where-people-go-part-12](https://...say-where-people-go-part-12)

Year 9 French Unit 2 Lesson 14 Part 1

[https:// ...say-where-people-go-part-22](https://...say-where-people-go-part-22)

Year 9 French Unit 1 Lesson 13 Part 1

[https:// ...say-what-you-do-with-others-part-12](https://...say-what-you-do-with-others-part-12)

Year 9 French Unit 1 Lesson 14 Part 2

[https:// ...say-what-you-do-with-others-part-22](https://...say-what-you-do-with-others-part-22)

5. At the shops

Year 9 French Unit 5 Lesson 9 Part 1

[https:// ...distinguish-between-parts-and-wholes-part-12](https://...distinguish-between-parts-and-wholes-part-12)

Year 9 French Unit 5 Lesson 10 Part 2

[https:// ...distinguish-between-parts-and-wholes-part-22](https://...distinguish-between-parts-and-wholes-part-22)

6. Eating out

Year 9 French Unit 5 Lesson 11 Part 1

[https:// ...talk-about-nouns-you-cant-count-part-12](https://...talk-about-nouns-you-cant-count-part-12)

Year 9 French Unit 5 Lesson 12 Part 2

[https:// ...talk-about-nouns-you-cant-count-part-22](https://...talk-about-nouns-you-cant-count-part-22)

7. Describing my day

Year 9 French Unit 5 Lesson 1 Part 1

[https:// ...talk-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-12](https://...talk-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-12)

Year 9 French Unit 5 Lesson 2 Part 2

[https:// ...talk-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-22](https://...talk-about-what-you-are-doing-today-vs-what-you-did-yesterday-part-22)

Year 9 French Unit 2 Lesson 5 Part 1

[https:// ...say-how-many-there-are-part-12](https://...say-how-many-there-are-part-12)

Year 9 French Unit 2 Lesson 6 Part 2

[https:// ...say-how-many-there-are-part-22](https://...say-how-many-there-are-part-22)

4. What can you see and do at...?

Year 9 French Unit 4 Lesson 4 Part 2

[https:// ...say-what-you-want-to-do-and-what-you-must-do-part-22](https://...say-what-you-want-to-do-and-what-you-must-do-part-22)

Year 9 French Unit 4 Lesson 7 Part 1

[https:// ...say-what-people-do-in-general-part-12](https://...say-what-people-do-in-general-part-12)

Year 9 French Unit 4 Lesson 8 Part 2

[https:// ...say-what-people-do-in-general-part-22](https://...say-what-people-do-in-general-part-22)

5. Describing a visit

Year 9 French Unit 5 Lesson 3 Part 1

[https:// ...compare-past-experiences-part-12](https://...compare-past-experiences-part-12)

Year 9 French Unit 5 Lesson 4 Part 2

[https:// ...compare-past-experiences-part-22](https://...compare-past-experiences-part-22)

Year 9 French Unit 5 Lesson 5 Part 1

[https:// ...talk-about-what-you-and-others-did-and-did-not-do-part-12](https://...talk-about-what-you-and-others-did-and-did-not-do-part-12)

Year 9 French Unit 5 Lesson 6 Part 2

[https:// ...talk-about-what-you-and-others-did-and-did-not-do-part-22](https://...talk-about-what-you-and-others-did-and-did-not-do-part-22)



Year 8 Curriculum Map 22-23		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Y8 French curriculum follows a narrative where students 'emigrate' to Toulouse in the south of France.</b>							
<b>MFL French</b>	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p><b>On déménagement</b></p> <p>Following on from their 'exchange trip' to Boulogne sur Mer, students and their families are now moving to Toulouse in France. During this unit of work, they will learn language to be able to understand; what different regions in France have to offer. To understand descriptions about Toulouse and how to get around the city. To be able to choose a place to live with their family and subsequently arrange trips out and about in their new hometown. Students will consolidate their learning by writing home to their friends to talk about what they have done.</p> <p>The core questions covered are:</p> <ol style="list-style-type: none"> <li>1. <b>My town Toulouse</b></li> <li>2. Getting around Toulouse</li> <li>3. <b>French houses</b></li> <li>4. <b>Day trip to Cité de L'Espace</b></li> <li>5. Writing about my experiences</li> </ol>	<p><b>On vit</b></p> <p>Following on from their 'exchange trip' to Boulogne sur Mer, students and their families are now moving to Toulouse in France. During this unit of work, students will be attending a French school near to their new home. They will understand how schools in France and England differ and give their opinion on the different education systems.</p> <p>The core questions covered are:</p> <ol style="list-style-type: none"> <li>1. <b>French schools</b></li> <li>2. What I wear to school</li> <li>3. A typical school day</li> <li>4. What school was like in England</li> </ol>	<p><b>On s'amuse</b></p> <p>During this unit of work, students will have settled into their new life and will have made new friends. They will now develop the language to be able to spontaneously converse with their new friends and talk about what they like to do and make plans depending on different circumstances including weather and locations. To bring the narrative to life students will also participate in CLIL (Content and Language Integrated Learning) lessons to mimic attending school in Toulouse.</p> <p>The core questions covered are:</p> <ol style="list-style-type: none"> <li>1. French children's leisure</li> <li>2. Weather (in different regions)</li> <li>3. Making plans</li> <li>4. <b>CLIL lesson – Film or book review</b></li> <li>5. <b>CLIL lessons</b></li> </ol> <p><b>Henri Rousseau (Art)</b> <b>Making crepes (Food Technology)</b> <b>Water cycle (Science)</b> <b>La Fête des Lumières (French Culture)</b> <b>Olympic Games (PE)</b></p>			
	Assessment	<p>Knowledge of "Universals" is assessed throughout the year in the form of low stakes tests. There is a Significant Marked Piece marked every half term and a ATLP Common Assessment every term. A pupil's performance across all four skills throughout the year is taken into account when determining their overall performance in the language.</p>					
2 lessons per week	Literacy Links	<ul style="list-style-type: none"> <li>• Verb + infinitive</li> <li>• Cognates</li> <li>• Comparatives and superlatives</li> <li>• Negatives</li> <li>• Il y a/ il n'y a pas de</li> <li>• Avoir/ être</li> <li>• Modal verbs</li> <li>• Connectives</li> <li>• Idiomatic phrases</li> <li>• Impersonal structures</li> <li>• Phonics</li> <li>• Tenses: Present, near future, perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Infinitives and infinitive structures</li> <li>• Avoir / être</li> <li>• Modal verbs</li> <li>• Negatives</li> <li>• Comparatives &amp; superlatives</li> <li>• Use of 'on'</li> <li>• Opinions</li> <li>• Numbers 1-60</li> <li>• Phonics</li> <li>• Tenses: Present, near future, imperfect, conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Quantifiers &amp; intensifiers</li> <li>• Question words</li> <li>• Weather verbs</li> <li>• 2<sup>nd</sup> verb infinitive</li> <li>• Quand phrases</li> <li>• Si clauses</li> <li>• Imperatives</li> <li>• Tenses: Present, perfect, imperfect, (near) future, conditional</li> </ul>			
Curriculum Links	Geography: France & Toulouse	Maths: Time	<p>Art: Henri Rousseau &amp; Naïve Art Technology: French food Science: water cycle PE: Olympic Games</p>				
Outside of the Curriculum	All students have the opportunity to participate in the Routes into Languages Translation Bee						
How can I support my child?	<ol style="list-style-type: none"> <li>1. Encourage your child to learn their weekly set of vocab</li> <li>2. Online learning: <a href="http://www.duolingo.com">www.duolingo.com</a> Free login. <a href="http://www.linguascope.com">www.linguascope.com</a> Ask your teacher for login information.</li> <li>3. Visit the following Oak Academy links for home learning.</li> </ol>						
	<ol style="list-style-type: none"> <li>1. My new town Toulouse Year 9 French Unit 1 Lesson 2 Part 2 <a href="https://...describe-a-person-or-a-thing-part-22">https:// ...describe-a-person-or-a-thing-part-22</a></li> </ol>	<ol style="list-style-type: none"> <li>1. French schools Year 9 French Unit 1 Lesson 9 Part 1 <a href="https://...say-what-people-do-part-12">https:// ...say-what-people-do-part-12</a></li> </ol>	<ol style="list-style-type: none"> <li>1. French children's leisure Year 9 French Unit 4 Lesson 7 Part 1 <a href="https://...say-what-people-do-in-general-part-12">https:// ...say-what-people-do-in-general-part-12</a></li> </ol>				



Year 9 French Unit 3 Lesson 9 Part 1  
<https://...describe-people-and-things-part-12>  
Year 9 French Unit 3 Lesson 10 Part 2  
<https://...describe-people-and-things-part-22>  
Year 9 French Unit 4 Lesson 3 Part 1  
<https://...say-what-you-want-to-and-what-you-must-do-part-12>

2. Getting around Toulouse  
Year 9 French Unit 3 Lesson 11 Part 1  
<https://...express-future-intentions-part-12>  
Year 9 French Unit 3 Lesson 12 Part 2  
<https://...express-future-intentions-part-22>

3. French houses  
Year 9 French Unit 3 Lesson 2 Part 2  
<https://...say-where-people-are-going-part-22>  
Year 9 French Unit 3 Lesson 8 Part 2  
<https://...say-people-do-not-do-something-part-22>  
Year 9 French Unit 2 Lesson 11 Part 1  
<https://...talk-about-important-things-to-me-part-12>

4. Day trip to Cité de L'Espace  
Year 9 French Unit 4 Lesson 3 Part 1  
<https://...say-what-you-want-to-and-what-you-must-do-part-12>

5. Writing about my experiences  
Year 9 French Unit 6 Perfect tense lessons  
Lessons 7-10, Lessons 13-14  
<https://...talk-about-what-has-happened-at-a-specific-time-vs-in-general-part-12>  
<https://...talk-about-what-has-happened-at-a-specific-time-vs-in-general-part-22>  
<https://...ask-about-what-others-have-done-at-a-specific-time-vs-in-general-part-12>  
<https://...ask-about-what-others-have-done-at-a-specific-time-vs-in-general-part-22>  
<https://...talk-about-where-you-went-part-12>  
<https://...talk-about-where-you-went-part-22>

Year 9 French Unit 1 Lesson 10 Part 2  
<https://...say-what-people-do-er-verbs-part-22>

2. What I wear to school  
Year 9 French Unit 1 Lesson 11  
<https://...say-what-people-do-part-12-c8rk8d>

3. A typical school day  
Year 9 French Unit 1 Lesson 3 Part 1  
<https://...say-what-people-have-part-12>  
Year 9 French Unit 1 Lesson 4 Part 2  
<https://...say-what-people-have-part-22>  
Year 9 French Unit 1 Lesson 5 Part 1  
<https://...describe-what-people-have-part-12>  
Year 9 French Unit 1 Lesson 6 Part 2  
<https://...describe-what-people-have-part-22>

4. What school was like in England  
Year 9 French Unit 5 Lesson 3 Part 1  
<https://...compare-past-experiences-part-12>  
Year 9 French Unit 5 Lesson 4 Part 2  
<https://...compare-past-experiences-part-22>  
Year 9 French Unit 5 Lesson 5 Part 1  
<https://...talk-about-what-you-and-others-did-and-did-not-do-part-12>  
Year 9 French Unit 5 Lesson 6 Part 2  
<https://...talk-about-what-you-and-others-did-and-did-not-do-part-22>

Year 9 French Unit 4 Lesson 8 Part 2  
<https://...say-what-people-do-in-general-part-22>  
Year 9 French Unit 4 Lesson 9 Part 1  
<https://...talk-about-personal-vs-general-events-part-12>  
Year 9 French Unit 4 Lesson 10 Part 2  
<https://...talk-about-personal-vs-general-events-part-22>  
Year 9 French Unit 5 Lesson 7 Part 1  
<https://...talk-about-what-you-do-and-where-you-do-it-part-12>  
Year 9 French Unit 5 Lesson 8 Part 2  
<https://...talk-about-what-you-do-and-where-you-do-it-part-22>

2. Weather  
Year 9 French Unit 6 Lesson 3 Part 1  
<https://...say-what-you-are-going-to-do-on-a-specific-day-vs-daily-routine-part-12>  
Year 9 French Unit 6 Lesson 4 Part 2  
<https://...say-what-you-are-going-to-do-on-a-specific-day-vs-daily-routine-part-22>

3. Making plans  
Year 9 French Unit 2 Lesson 13  
<https://...say-where-people-go-part-12>  
Year 9 French Unit 2 Lesson 14  
<https://...say-where-people-go-part-22>  
Year 9 French Unit 3 Lesson 1 Part 1  
<https://...say-where-people-are-going-part-12>  
Year 9 French Unit 3 Lesson 2 Part 2  
<https://...say-where-people-are-going-part-22>  
Year 9 French Unit 3 Lesson 11 Part 1  
<https://...express-future-intentions-part-12>  
Year 9 French Unit 3 Lesson 12 Part 2  
<https://...express-future-intentions-part-22>



Year 9 Curriculum Map 22-23		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
MFL French	Curriculum Content inc Knowledge, Skills & Cultural Capital	<b>Free Time – Mes passe-temps</b> Throughout this unit, students will be developing key skills in the following area: <ul style="list-style-type: none"> <li>Fluency in spoken and written French, including application of phonics to pronounce key words and structures correctly and use of connectives to make writing more fluent on the topic of free time.</li> <li>The ability to communicate in 3 different time frames; present, perfect and future, including giving justified opinions.</li> <li>Understand and identify main points in written and spoken texts on free time activities.</li> </ul>		<b>Technology – La technologie</b> Throughout this unit, students will be developing key skills in the following area: <ul style="list-style-type: none"> <li>Fluency in spoken and written French, including application of phonics to pronounce key words and structures correctly and use of connectives to make writing more fluent on the topic of technology.</li> <li>The ability to communicate in 3 different time frames; present, perfect and future, including giving justified opinions.</li> <li>Understand and identify main points in written and spoken texts on technology.</li> </ul>		<b>Cinema – Le cinéma</b> Throughout this unit, students will be developing key skills in the following area: <ul style="list-style-type: none"> <li>Fluency in spoken and written French, including application of phonics to pronounce key words and structures correctly and use of connectives to make writing more fluent on the topic of cinema.</li> <li>The ability to communicate in 3 different time frames; present, perfect and future, including giving justified opinions.</li> <li>Understand and identify main points in written and spoken texts on cinema.</li> </ul> Film study		
	Assessment	Knowledge of “Universals” is assessed throughout the year in the form of low stakes tests. There is a Significant Marked Piece marked every half term and a ATLP Common Assessment every term. A pupil’s performance across all four skills throughout the year is taken into account when determining their overall performance in the language.						<b>End of Year assessment</b> to test knowledge from the whole year ranging through three skills (listening, reading and/or writing)
2 lessons per week	Literacy Links	<ul style="list-style-type: none"> <li>Articles: definite, indefinite, partitive</li> <li>Cognates</li> <li>Connectives</li> <li>Use of ‘on’</li> <li>Infinitives and infinitive structures</li> <li>Negatives</li> <li>Nouns: singular and plural</li> <li>Opinions</li> <li>Phonics</li> <li>Possessive adjectives</li> <li>Pronouns</li> <li>Quantifiers &amp; intensifiers</li> <li>Tenses: Present, perfect, (near) future</li> <li>Time phrases</li> </ul>				<ul style="list-style-type: none"> <li>Articles: definite, indefinite, partitive</li> <li>Cognates</li> <li>Connectives</li> <li>Use of ‘on’</li> <li>Infinitives and infinitive structures</li> <li>Negatives</li> <li>Nouns: singular and plural</li> <li>Opinions</li> <li>Phonics</li> <li>Possessive adjectives</li> <li>Pronouns</li> <li>Quantifiers &amp; intensifiers</li> <li>Tenses: Present, perfect, (near) future</li> <li>Time phrases</li> <li>Direct object pronouns</li> <li>Comparatives &amp; superlatives</li> <li>Subjunctive mood</li> <li>‘Si’ clauses</li> </ul>		
	Curriculum Links	English: Phonics / Developing writing						
	Outside of the Curriculum	Students have the opportunity to participate in a workshop which is delivered by the translation company Comtec in order to highlight the importance.						
	How can I support my child?	1. Encourage your child to learn their ‘Universals’ 2. Online learning: <a href="https://www.duolingo.com">www.duolingo.com</a> Free login. <a href="https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#First">https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#First</a> <a href="https://www.linguascope.com">www.linguascope.com</a> Ask your teacher for login information. <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a> 3. Visit the following Greenshaw Learning Trust links for home learning. Present Tense – regular ER verbs <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=782">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=782</a> Negatives <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=797">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=797</a> Direct Object Pronouns <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=798">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=798</a> Comparatives & Superlatives <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=795">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=795</a> Perfect Tense – Avoir <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=800">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=800</a>						



		<p>Complex Opinions <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=811">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=811</a> Near Future Tense <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=814">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=814</a> Si clauses <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=818">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=818</a> Subjunctive <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=820">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=820</a> Show off language <a href="https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=821">https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=174&amp;lesson=821</a></p>
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