

Modern Foreign Languages concepts 2024-25

The Concepts listed below are underpinned by the 3 pillars of Grammar, Vocabulary and Phonics. These 3 pillars are essential to effective communication and are at the heart of all MFL teaching at the Holy Family Catholic School.

The research-based approach of Extensive Processing Instruction (EPI) is used in all years to support quality language acquisition for all learners.

Concept	Explanation of concept
1. Describing and identifying people	Providing personal data, describing appearance, personality, expressing likes/dislikes
2. Describing places, objects and natural phenomena	Describing location, size, appearance, weather
3. Creating questions	Requesting factual information - including directions, making invitations, asking opinions
4. Expressing feelings	Expressing positive and negative emotions, reacting to events, providing reasons for emotions/reactions
5. Making arrangements	Making suggestions, inviting, accepting, refusing
6. Comparing and contrasting	Expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and worst of someone or something, making comparisons
7. Describing routine behaviour in the present	Talking about what you and others usually do/are doing, indicating time, expressing a purpose, referring to cultural events
8. Describing routine behaviour in the past	Talking about what you and others used to do/were doing, indicating time, expressing a purpose, referring to cultural events
9. Describing past events	Talking about what has happened, setting the scene, sequencing events, evaluating the consequences of actions and events
10. Making plans for the future	Indicating time, making predictions, hypothesizing, discussing probabilities, referring to cultural events
11. Indicating agreement and disagreement	Expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples
12. Solving problems	Describing the problem, providing solutions, discussing possible consequences, arguing for and against

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about my age. Saying when my birthday is.	Describing hair and eyes. Saying where I live and am from.	Talking about family members. Giving their age. Saying why I like/dislike them.	Saying why I like/dislike family members. Talking about pets I have and would like to have.	Saying what jobs people do, why they like/dislike them and where they work. Comparing people.	Saying what is in my school bag. Retrieval of year 7 content.
Concepts	1. Describing and identifying people.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 11. Indicating agreement and disagreement. 4. Expressing feelings.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings and contrasting.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings.
What is needed to master the learning	Giving and understanding names and ages, numbers 1-15, siblings and friends	Describing and understanding descriptions, colours, high frequency present tense verbs	Discussing relationships (getting on or not), giving details about family members, numbers 31-100	Using to have and to be, adverbs of intensity and frequency, use of the present tense	Comparing family members and pets, using the conditional tense to say what you would like, forming questions , jobs	Expression possession, using adjectives and nouns together, using the indefinite article
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Verb endings.	Verb endings and adjectival agreement.	Verb endings and word order.	Word order. Translating word for word.	Comparative form, verb endings and agreement.	Adjectival agreement and word order.
Retrieval		Numbers 1-15. Verbs 'to have' and 'to be'. Birthdays.	Numbers 1-31. Hair and eye description.	Introducing yourself. Family members.	Family members. 'To be'. Describing people and pets.	Colours. Introducing yourself. Pets.

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about food (likes/dislikes/reasons). Mealtimes.	Clothes and accessories. What I wear. Saying what I and others do in free time.	Talking about the weather, free time, and my daily routine.	Describing my house, indicating where it is located, giving opinions about it and saying what I do at home.	Talking about future holiday plans. Saying where I live.	Saying what I can do in my area.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	1. Describing and identifying people. 3. Creating questions. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the learning	Saying what food you like/dislike and why, Using the verbs to eat and to drink, expressing varying degrees of preference, Mealtimes	Saying what clothes you wear and when, Give a wide range of words for clothing items and accessories, Saying what you do using to play, to do, to go	Saying what you do in different types of weather Talking about where you do activities and who with. Use of and	Discussing where your house is located, What your favorite room is, What you like to do in each room, Using the present tense of reflexive verbs	Giving detailed information about your house, Saying what you intend to do on holiday, where you will stay, Methods of transport. Use of to	Saying where I live and my opinion of it, Describe the location of where I live. Saying what you did in the past.

			recognizing reflexive verbs. Places in town, Saying what you do every day and when		be able to (1 st modal verb).	
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Word order.	Adjectival agreement and word order.	Word order and verb endings.	Reflexive pronouns.	Verb endings.	Verb endings.
Retrieval	Time markers. Justifying opinions.	Time and frequency markers, colours, adjectival endings, weather, pets and adjectives.	Weather, sports and hobbies, family members, present tense of 'to do', 'to play' and 'to go', clothes, numbers and free time activities.	Adjectives, frequency markers, countries and indefinite article use.	Time markers, reflexive verbs, telling the time, description of people and places, the verb 'to go', free-time activities and adjectives.	Negation, justifying opinions, describing my house and location, giving opinions and present tense or regular verbs.

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Saying what places are in my street. Describing where things are located. Discussing what my house is like and saying what is in each room.	Making plans for the future. Saying what I and others did in the recent past. Discussing daily activities. Saying what you have to/want to do.	Saying what chores, I and other family members have to do. Talking about my chores in the past. Saying why I didn't help at home in the recent past. Discussing a typical day at school.	Suggesting an activity. Accepting/refusing invitations. Describing a typical day in the past, present and future. Saying what you had to and wanted to do.	Describing a past holiday. Saying what you had to and wanted to do. Saying what other people did on holiday. Giving your opinion about your holiday likes and dislikes.	Discussing a cultural event/festival visit. Saying what activities, you did in the past. Saying what you have to do. Accepting and giving advice.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	3. Creating questions. 5. Making arrangements. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events.	3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement. 12. Solving problems.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the learning	Using locative adverbials and prepositions, Negating sentences,	Using the future tense (1 st person singular and plural), Referring to past	Using modal verbs, Using 1 st person of perfect tense, Using imperfect tense of	Using interjections, Using modal verbs (all parts of speech), 1 st person	Using to go, to stay and to travel to refer to the past.	Using time markers to sequence events, All parts of speech

	Definite and indefinite articles, expressing and justifying opinions, Questioning. Being able to recognize and discuss rooms in a house and furniture	events (1 st person singular and plural) using to do, to go, to play, to watch. Present tense modal verbs (1 st person). Discussing daily activities, using modal verbs. Questioning	to have. Positive and negative uses of modal verbs. Questioning. Use of high frequency verbs to refer to different times.	conditional tense. Modal verbs across tenses, First person singular of key verbs to refer to past, present and future events. Questioning	Correct use of prepositions. 1 st person of Perfect tense, justifying holiday choices, using the conditional tense. Questioning	in the perfect and imperfect tenses. Using modal verbs to say what you have to do. Questioning
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Negative constructions.	Word order, literally translating and auxiliary verbs.	Word order and verb endings.	Tenses and time markers.	Prepositions and tense formation.	Cultural norms and question forms.
Retrieval	Describing location and houses. Negatives.	Free-time activities. Pronouns and verb endings. Time markers.	Family members and present tense verbs.	Free-time activities, question forms and tenses.	Holiday activities, opinions, perfect, imperfect and future tenses.	Travel arrangements, modal verbs, perfect and imperfect tenses.

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><u>My Personal World</u> (<i>Thematic context: Media and Technology</i>) Talking about life online. Talking about sports and free-time activities. Arranging to go out. Saying what you do at the weekend. Talking about days that went wrong.</p>	<p><u>Travelling</u> (<i>Thematic context: Travel and Tourism</i>) Discussing travel plans. Talking about festivals in the Spanish speaking world. Saying what you did on holiday. Describing where you stayed.</p>	<p><u>My people, my world</u> (<i>Thematic context: Media and Technology</i>) Describing people. Talking about who you admire. Talking about friendships and relationships. Talking about your identity and what matters to you.</p>	<p><u>My Lifestyle</u> (<i>Thematic context: Lifestyle and Wellbeing</i>) Describing healthy daily routines. Talking about mealtimes and food trends. Comparing old and new habits. Talking about illnesses and injuries. Talking about future plans for health and wellbeing.</p>	<p><u>School</u> (<i>Thematic context: Studying and my future</i>) Talking about a typical day at school. Talking about your studies and how you would change your school. Talking about students and teachers at school. Describing a school trip in the past.</p>	<p><i><u>Revision and reinforcement</u></i> (Thematic contexts: Media and Technology, Travel and Tourism, Lifestyle and Wellbeing and Studying and my future.)</p>
Concepts	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 10. Making plans for the future. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 3. Creating questions. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present.

						8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.
What is needed to master the learning	Recognising and using regular and irregular verbs in the present, past and near future tenses. Using expressions of frequency and direct object pronouns. <u>EXAM SKILLS:</u> Recognising and using three verb tenses. <u>HIGHER:</u> <i>Recognising and using more than three verb tenses.</i> PHONICS: Pronouncing the letter 'c' correctly.	Using the imperfect tense. Using comparatives and superlatives. Using 'acabar de' + infinitive and 'suelo'+ infinitive. <u>EXAM SKILLS:</u> Distinguishing between the present and the imperfect, tackling harder listening exercises, asking and answering questions and justifying opinions. <u>HIGHER :</u> Giving and spotting positive and negative opinions. Using a range of structures to give opinions in the past. Using different strategies to work out meaning.	Using the present continuous to describe a picture. Using 'ser' for physical descriptions and 'estar' for location. Using reflexive verbs. Using para+infinitive. Using 'estar' to express moods. <u>EXAM SKILLS:</u> Extending responses by referring to others. Recognising similar ideas expressed differently and referring to the past and present. <u>HIGHER :</u> Understanding more detailed descriptions.	Using the imperfect tense to describe what you used to do. Using the simple future tense. Using reflexive verbs in the preterite tense. Using adjectives of nationality, indefinite adjectives, direct object pronouns. Using 'tener'+noun, 'ya no' + verb and 'if' clauses. <u>EXAM SKILLS:</u> Looking at context to identify missing words. Listening for different tenses and for clues. <u>HIGHER:</u> Using words that have more than one meaning and adapting a model dialogue to fit different situations.	Using the conditional tense. Using superlatives and relative pronouns (que, donde, cuando). Talking about the opinions of others. Using negatives, adjectives and adverbs. <u>EXAM SKILLS:</u> Using verbs of opinions to extend responses, working out the meaning of new words, identifying positive and negative opinions, expressing and justifying opinions, recognising similar ideas expressed differently, listening for clues and different tenses, asking and responding to questions. <u>HIGHER :</u> Identifying correct statements about a text, using	Different verb tenses referring to the past, present and future. <u>KEY EXAM SKILLS:</u> Identifying and justifying positive and negative opinions, looking at context to work out the meaning of new words and to recognize similar ideas expressed differently and using synonyms, antonyms and idioms.

					words that have more than one meaning, using synonyms and antonyms and recognising and using idioms.	
AO	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)
Common misconceptions	Stem-changing verbs. Irregular verbs in the present tense. Polite form of 'You' singular and plural. Direct object pronouns word order. Verb forms/verb endings.	Comparisons and superlatives word order. Conjugation of the verb 'soler'. Use of the perfect tense (to say what you have done) vs use of the present tense of 'acabar de' + infinitive (to say what you have just done). Verb forms/verb endings	'Para'+ infinitive meaning 'in order to...' and 'for...-ing'. Irregular present participles. Use of 'e' to mean 'and' when the next word begins with 'i' or 'hi'. Verb forms/verb endings	Gender and number agreement of direct object pronouns. Direct object pronouns before the verb/after 'verb+infinitive' structures. The imperfect uses vs the preterite uses. Verb forms/verb endings.	Complex negative structures: negatives often used after the verb as a 'sandwich' with 'no' before the verb. 'Nunca' before or after the verb with 'no' in front of the verb. 'Tampoco' before the verb. Keeping the whole infinitive when forming the simple future and conditional verb tenses.	Verb forms and verb endings. Reflexive verbs and stem changing verbs in different verb tenses.

					Verb forms/verb endings.	
Retrieval	<p><u>Vocabulary areas:</u> Life online, sports and free-time activities, days that went wrong.</p> <p><u>Grammar:</u> regular and irregular verbs in the present, preterite and near future tenses. Direct object pronouns.</p>	<p><u>Vocabulary areas:</u> Travel plans, festivals in the Spanish-Speaking world, past holiday.</p> <p><u>Grammar:</u> Comparatives and superlatives, acabar de+infinitive, the imperfect tense, suelo+infinitive.</p>	<p><u>Vocabulary areas:</u> People we admire, friendships and relationships, problems and advice.</p> <p><u>Grammar:</u> the present continuous, reflexive pronouns (me,te) before a verb, 'estar' to express moods, deberías+infinitive.</p>	<p><u>Vocabulary areas:</u> Typical foods, healthy daily routines, mealtimes and food trends, old and new habits, illnesses and injuries, health and wellbeing.</p> <p><u>Grammar:</u> adjectives of nationality, indefinite adjectives, direct object pronouns, simple future tense, if clauses.</p>	<p><u>Vocabulary areas:</u> School and studies, students and teachers, school trips.</p> <p><u>Grammar:</u> relative pronouns, conditional tense, négatives, adjectives and adverbs.</p>	<p>Verb tenses and opinions. Speaking and Writing skills. Exam strategies.</p>

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><u>Celebrations and festivals</u> <i>(Theme 1: Identity and culture)</i> Talking about typical foods, comparing different festivals, describing a special day, ordering in a restaurant and talking about a music festival.</p>	<p><u>The world of work</u> <i>(Theme 3: Current and future study and employment)</i> Talking about work experience and the importance of learning languages, applying for a summer job and discussing gap years and future plans.</p>	<p><u>A better world</u> <i>(Theme 2: Local, national, international and global areas of interest)</i> Considering global issues, talking about local actions, discussing healthy lifestyles and talking about international sporting events and natural disasters.</p>	<p><u>Themes 1, 2 and 3</u> <i>(Modules 1, 2, 3,4 and 5)</i> Holidays, school life, my family and friends, interests and influences, towns and cities.</p>	<p><u>Themes 1, 2 and 3</u> <i>(Modules 6,7 and 8)</i> Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.</p>	
Concepts	<p>2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 11. Indicating agreement and disagreement.</p>	<p>2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future.</p>	<p>3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 10. Making plans for the future 11. Indicating agreement and disagreement.</p>	<p>1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present</p>	<p>1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present</p>	

		11. Indicating agreement and disagreement.	12. Solving problems	8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement	8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	
What is needed to master the learning	Using and avoiding the passive. Using reflexive verbs in the preterite. Using absolute superlatives and expressions followed by the infinitive. <u>EXAM SKILLS:</u> Using quantity expressions, working out the meaning of new words, inferring meaning in literary texts and understanding adjectives ending in -ísimo. Using 'acabar de' + infinitive.	Using 'soler' in the imperfect tense. Using the preterite and the imperfect together. Using the present and the present continuous. Using indirect object pronouns. Revising the conditional and using the subjunctive with 'cuando'. <u>EXAM SKILLS:</u> Words with more than one meaning. Using verbs in different forms. Extending answers when speaking. Using 'if' clauses. <u>HIGHER:</u> Using	Using the present subjunctive and the subjunctive in commands. Understanding different tenses. Using the pluperfect tense and the imperfect continuous. <u>EXAM SKILLS:</u> Listening for high numbers. Using synonyms. Giving extended reasons. Understanding equivalent expressions. Developing grammar knowledge in translation.	Using the present, present continuous, preterite, imperfect, future and the perfect verb tenses. Comparatives and superlatives. Negatives. Direct/Indirect object pronouns. Expressions followed by the infinitive. Using 'ser' and 'estar'. <u>EXAM SKILLS:</u> Working out the meaning of new words, interfering meaning in a literary text, words with more than one meaning, extending	Using the present, present continuous, preterite, imperfect, imperfect continuous, future, conditional and pluperfect verb tenses. Using the present subjunctive, and the subjunctive with 'cuando' and in commands. Using / avoiding the passive. Reflexive verbs, absolute superlatives, expressions followed by the infinitive. Using demonstrative adjectives.	

	<p><u>HIGHER:</u> Spotting words which indicate an increase/decrease. Special attention to question words. Spotting irregular verbs patterns in the preterite. Adding interest when narrating a story.</p>	<p>alternatives to 'and'. Using different ways to express future plans.</p>	<p><u>HIGHER:</u> Explaining points of view.</p>	<p>answers when speaking, using synonyms, understanding equivalent expressions and high numbers. <u>HIGHER:</u> Using questions to form answers. Identifying positive and negative opinions. Extending responses by referring to others. Recognising similar ideas expressed differently. Identifying correct statements about a text. Using words that have more than one meaning.</p>	<p><u>EXAM SKILLS:</u> Using quantity expressions. Working out the meaning of new words and understanding words with more than one meaning. Using verbs in different forms, extending answers when speaking, using 'if' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding equivalent expressions and developing grammar knowledge in translation. <u>HIGHER:</u> Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving extended reasons.</p>	
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AO	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	
Common misconceptions	Gender and number agreement of '-ísimo' to say 'really' or 'extremely'. Reflexive pronouns before/after the verb/infinitive. Use of 'saber' vs 'conocer' (both meaning 'to know'). Verb forms/verb endings.	Indirect object pronouns word order(before/after the verb) Verb forms/verb endings.	Present subjunctive formation: Removing the -o of the present tense of the 'I' form + present subjunctive endings. Verb forms/Verb endings	Verb forms/ verb endings. Uses of 'ser' vs 'estar'. Indirect/direct object pronouns word order.	Verb forms/verb endings. Number and gender agreement of demonstrative adjectives. Reflexive verbs formation (reflexive pronoun before/after the verb).	
Retrieval	<u>Vocabulary areas:</u> Food and festivals. <u>Grammar:</u> Question words. The passive voice and how to avoid it. Reflexive verbs in the preterite. Absolute superlatives and irregular verb patterns in the preterite.	<u>Vocabulary areas:</u> Jobs, languages and future plans expressions. <u>Grammar:</u> verb endings and verb tenses (preterite, imperfect, present and present continuous, conditional, subjunctive with	<u>Vocabulary areas:</u> Types of houses, environment, healthy eating and lifestyles, diet-related problems, global issues, international sporting events and natural disasters. <u>Grammar:</u> The present	Verb tenses and opinions. Listening, Speaking, Reading and Writing exam skills/strategies. Translation skills (TL1 + TL2).	Verb tenses and opinions. Listening, Speaking, Reading and Writing exam skills/strategies. Translation skills (TL1 + TL2).	

	Expressions followed by the infinitive.	'cuando'). 'Saber' and 'conocer'. Indirect object pronouns.	subjunctive, the subjunctive in commands, the pluperfect tense, the imperfect continuous. Using grammar knowledge in translation.			
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