

## French Curriculum Map 2024-25

### Intent

The French curriculum aims to inspire students to become strong communicators and to understand gist and details in extracts from a range of authentic sources. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Through a knowledge-rich curriculum, students acquire an in-depth understanding of the core vocabulary and grammatical structures, which they can use and manipulate in a range of contexts. Our intent is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The French curriculum is delivered through a wide range of activities focusing on developing the key four languages skills (Listening, Speaking, Reading and Writing). By the end of Year 11, will have a systematic knowledge of the vocabulary, grammar, and the sound and spelling systems of their new language. They will have had the opportunity to reinforce this knowledge with extensive planned practice and use, in order to build the skills needed for communication. The content of the new language is taught in a creative and stimulating way to widen students' knowledge of the culture, history and literature of the French-speaking world. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure both in this country and throughout the world.

Implementation							
Term	1	2	3	4	5		6
<b>Year 7</b>	<p><b><u>Je me présente (The Basics)</u></b></p> <p>In this unit, students will learn to introduce themselves and use a range of greetings. They will study how to ask and answer a range of questions about themselves, including name, age, birthday, nationality and personality. This will enable students to conduct a short conversation with a French-speaking person.</p> <p>Students will also learn to pronounce all the letters in the alphabet and count to 31 as a minimum. They will be able to understand key details on short written and audio extracts.</p> <p>Students are starting to use a range of opinions and simple justifications. This module will focus on cognates and simple vocabulary and structures, using basic connectives such as "et" and "mais".</p> <p>GCSE Thematic Context link: My personal world</p>	<p><b><u>Ma famille (My Family)</u></b></p> <p>In this unit, students will learn to talk about their family, friends and pets. They also learn to describe, using key verbs 'avoir' and 'etre', developing their awareness of sentence structures when describing self and others.</p> <p>There is focus in this unit on adjectives, learning the colours and appearance adjectives. Students understand adjectival agreement and word order with talking about their personality and their physical features.</p> <p>Pupils also develop their ability to express simple opinions about family members and preferences about colours and animals.</p> <p>In this unit, students are introduced to the photo description task, learning key vocabulary to describe a photo.</p> <p>GCSE Thematic Context link: My personal world</p>	<p><b><u>Mon école (School &amp; Free time activities)</u></b></p> <p>Students will secure their knowledge of vocabulary and structures related to school, subjects, opinions and justifications. They will be able to describe a timetable using the 12-hour and 24-hour clock.</p> <p>They will also learn how to talk about activities they do at break time and after school.</p> <p>Students will also acquire vocabulary about free time activities and giving simple opinions about what they like/dislike. This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences.</p> <p>They will continue to practice photo descriptions related to the topic of school.</p> <p>GCSE Thematic Context link: Studying and my future, Lifestyle and Wellbeing</p>	<p><b><u>Où j'habite (Where I live)</u></b></p> <p>Students will acquire vocabulary about types of houses and giving simple opinions about their home.</p> <p>They will also learn how to describe location, using a range of prepositions.</p> <p>Students are also introduced to the conditional tense and near future tense for the first time, developing their ability to say where they would like to live and where they are going to live in the future.</p> <p>They will continue to practice photo descriptions related to the topic of town. Students will also be introduced the read-aloud task.</p> <p>GCSE Thematic Context link: My neighbourhood</p>	<p><b><u>Revision</u></b></p> <p>Revision at the end of Year 7 will include recapping all key content covered across the year. This will include vocabulary as well as grammatical structures.</p> <p>Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p>	<b>End of Year Exams</b>	<p><b>Revision ahead of end of year exams</b></p> <p>Exam skills will continue to be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p> <p><b>Feedback</b></p> <p>Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper, to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 8.</p> <p><b>Culture point:</b></p> <p>Students will learn about <i>La fête de la musique</i> and listen to French music.</p> <p><b>Cultural project:</b></p> <p>After their exams and feedback lessons, students will work in small groups to create a French verb conjugation song.</p>
<b>Year 8</b>	<p><b><u>Mes passe-temps (Going Out &amp; Staying In)</u></b></p> <p>Students will secure their knowledge of vocabulary and</p>	<p><b><u>Mes projets d'avenir (My projects for the future)</u></b></p> <p>In this unit students revisit key language from Year 7 such as</p>	<p><b><u>Ma routine et ma vie saine (My routine &amp; Healthy Lifestyle)</u></b></p> <p>In this unit pupils develop their ability to discuss their daily</p>	<p><b><u>Les vacances (Holidays)</u></b></p> <p>The final unit of Year 8 will teach students about different types of</p>	<p><b><u>Revision</u></b></p> <p>Revision at the end of Year 8 will include recapping all key content covered across the year</p>		<b>End of Year Exams</b>

	<p>structures related to free time activities, including TV programmes, films and reading. They will also review opinion phrases for talking about different activities.</p> <p>By the end of the module students will be able to use the present tense of –er verbs (all 6 forms), talk about hobbies, express preferences about their free time activities and make comparisons.</p> <p>Photo descriptions and read-aloud tasks will be practised relating to the topic of hobbies and free time.</p> <p>GCSE Thematic Context link: My personal world, Lifestyle and Wellbeing, Media and technology</p>	<p>personal description, subjects and expressing opinions.</p> <p>They also develop their ability to discuss their hopes and ambitions for the future, combining more than one way of expressing the future time frame.</p> <p>Students will learn different jobs and the tasks and skills that they involve. They will practice the conditional and the near future tense by talking about what they would like to do and what plans they have for the future.</p> <p>Photo descriptions and read-aloud tasks will be practised relating to the topic of jobs.</p> <p>GCSE Thematic Context link: Studying and my future</p>	<p>routine and give their opinion about it, including any desired changes. Grammatically the focus for this part of the unit is on reflexive verbs in the present tense.</p> <p>Students will also learn vocabulary for food and drink enabling them to discuss simple healthy and unhealthy habits including recommendations.</p> <p>By the end of the module students will be able to say where it hurts, talk about sports and how to keep fit. They will also be able to give advice on how to stay healthy, using a range of structures including modal verbs.</p> <p>Students will be introduced to role-plays within the context of ordering food and going to the doctor.</p> <p>GCSE Thematic Context link: Lifestyle and Wellbeing</p>	<p>holidays, including holidays staying within the UK, how to describe their holidays, types of travel and places you might stay.</p> <p>Students will also be introduced to the past tense for the first time. At this stage they have secured their knowledge and understanding of the present and near future tenses, having practised them throughout Year 7 and 8. They will then learn to use the 3 tenses together to describe past, present and future events relating to holidays.</p> <p>Students will continue to develop their role play, photo description and read-aloud tasks on the topic of holidays.</p> <p>GCSE Thematic Context link: Travel &amp; Tourism</p>	<p>as well as Year 7 content. This will include vocabulary as well as grammatical structures with a focus on using the different tenses together.</p> <p>Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p>	<p>focus on Listening, Reading and Writing skills.</p> <p><b>Feedback</b> Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 9.</p> <p><b>Culture point:</b> Students will study <i>Bastille Day</i>.</p> <p><b>Cultural project:</b> After their exams and feedback lessons, students will spend time working in small groups to research a Francophone book or a film and deliver a presentation on it.</p>
<p><b>Year 9</b></p>	<p><b><u>Ma famille et mes rapports</u></b> <b><u>(Family &amp; Relationships)</u></b></p> <p>The first unit in Year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships and future wishes.</p> <p>Students also extend their ability to express preferences, future plans and to narrate events in the past, including a range of past tenses.</p> <p>Students also recap key reflexive verbs but in this unit, the verbs are more specifically regarding relationships.</p>	<p><b><u>Ma ville et ma région</u></b> <b><u>(Town &amp; Region)</u></b></p> <p>Students will build upon content seen in Year 7 related to their home and local area. They will practice places in a town, describing an area, the advantages and disadvantages of living in the city and a past trip.</p> <p>In this unit students further develop their ability to compare different countries and cultures. They extend their knowledge about the French-speaking world or an area of a French speaking country by learning about different places.</p> <p>The grammar focus will be on negative structures, modal verbs and comparatives and superlatives.</p>	<p><b><u>Les fêtes</u></b> <b><u>(Festivals and Celebrations)</u></b></p> <p>Students will revisit daily routines and reflexive verbs in the context of festivals. They will also build on the food and drink vocabulary seen in Year 8 and will revisit Christmas traditions but focussing on more complex GCSE content.</p> <p>Students will learn how to give more complex opinions and recommendations regarding different festivals and music events.</p> <p>Students will revisit the direct object pronouns and they will practice photo descriptions related to festivals.</p> <p>There is a cultural focus throughout this unit and students will learn a lot about celebrations</p>	<p><b><u>Notre monde</u></b> <b><u>(Our world)</u></b></p> <p>Students will study different social and global issues and thereby improve their social and environmental understanding through the target language.</p> <p>They will study different problems around the world, and what can be done to protect the environment.</p> <p>Students will embed the knowledge from earlier in Year 9 about the imperfect tense in the context of talking about how towns and cities have changed.</p> <p>They will continue to practice photo descriptions related to the content of the environment.</p>	<p><b><u>Revision</u></b></p> <p>Revision at the end of Year 9 will include recapping all key content covered across the year as well as Year 7 and 8 content. This will include vocabulary as well as grammatical structures.</p> <p>Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p>	<p><b>Revision ahead of end of year exams</b> Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p> <p><b>Feedback</b> Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 10 and beginning the KS4 curriculum.</p> <p><b>Cultural project:</b> After their exams and feedback lessons, students will research and present on a French festival e.g. Bastille Day</p> <p style="text-align: center;"><b>End of Year Exams</b></p>

	<p>Students will continue to develop their photo description and read-aloud tasks on the topic of family.</p> <p>GCSE Thematic Context link: My personal world</p>	<p>Students will continue to practice using 3 tenses together. They will also be introduced to the imperfect tense in the context of talking about how towns and cities have changed.</p> <p>Students will continue to develop their role play, photo description and read-aloud tasks on the topic of town.</p> <p>GCSE Thematic Context link: My neighbourhood</p>	<p>and festivals in the French speaking world.</p> <p>GCSE Thematic Context link: My personal world, Travel and Tourism</p>	<p>Students will start completing their Speaking booklet in preparation for their GCSE exam.</p> <p>GCSE Thematic Context link: My neighbourhood</p>		
<b>Year 10</b>	<p><b><u>Mes loisirs</u></b> <b><u>(My hobbies)</u></b></p> <p>Students will revisit and build upon the topic of free time activities introduced in KS3. They will study sports, music, TV and film. They will also talk about social media and gaming.</p> <p>Students continue to practice using four tenses together, as well as regularly practicing exam skills for all four papers based on the thematic contexts of My Personal world and Media and Technology. Students do an end of unit reading, writing and listening assessment.</p> <p>Students will start working on Role-Play cards related to this topic.</p> <p>Photocard practice will be based on free-time activities, and students will continue completing a Speaking booklet in preparation for their GCSE exam.</p> <p>GCSE Thematic Context link: My personal world, Lifestyle and Wellbeing, Media and technology</p>	<p><b><u>Mes amis et ma famille</u></b> <b><u>(My friends and my family)</u></b></p> <p>Students will revisit core KS3 vocabulary related to personal details, family and free time activities.</p> <p>By the end of the module students will be able to talk about self and family, relationships and how they get on with others, and describe their plans for the future regarding marriage and children. They will also learn vocabulary regarding love, equality and respect.</p> <p>They will continue to practice photo descriptions related to the topic of family and relationships.</p> <p>GCSE Thematic Context link: My personal world</p>	<p><b><u>Mon bien-être</u></b> <b><u>(My well-being)</u></b></p> <p>Students will review Year 8 content on food vocabulary, mealtimes and food habits. Building upon this KS3 knowledge, students work on expressing opinions on wellbeing issues, describing their lifestyle and talking about future plans to improve their health. There will be a focus on both physical and mental health. They will also be able to give advice on how to stay healthy, using a range of structures including modal verbs.</p> <p>Within the role play practice, students will review KS3 content about body parts and ailments.</p> <p>Students will have the opportunity to practice exam skills and will receive feedback on extended pieces of writing.</p> <p>GCSE Thematic Context link: Lifestyle and Wellbeing</p>	<p><b><u>Mon futur</u></b> <b><u>(My future)</u></b></p> <p>Students will revisit and build upon the topic of school introduced in KS3. They will study school subjects, rules, uniform, facilities, clubs and achievements. They will also talk about different problems in schools.</p> <p>They will go on to recap describing jobs and advantages and disadvantages of each. They will also describe changes in the world of work and the impact of AI. They will continue to practice using four tenses together with a special focus on the future tense to discuss post-16 education and career choices.</p> <p>Finally, students will build upon holiday vocabulary seen in KS3, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. Students can use this knowledge if they travel abroad.</p> <p>GCSE Thematic Context link: Studying and my future, Travel and Tourism</p>	<p><b><u>Ma vie</u></b> <b><u>(My life)</u></b></p> <p>This module recaps all the content covered so far across Year 10. 'My life' encapsulates the 4 topics and content within including hobbies, relationships and friendships, physical wellbeing, jobs, school and family.</p> <p>They will revise the use of the 5 different tenses needed to be successful in their end of year exams as well as the GCSE.</p> <p>Exams skills will be practised with a particular focus on Role Play cards and Photocards for the speaking exam.</p> <p>GCSE Thematic Context link: My personal world, Lifestyle and Wellbeing, Media and technology, Studying and my future, Travel and Tourism</p>	<p><b>End of Year Exams</b></p>
						<p><b><u>Revision</u></b></p> <p>Students will review all content seen throughout the year ahead of the Year 10 summer mock.</p> <p>There will be a special focus on exam technique through exam skills sessions and walking talking GCSEs exams.</p> <p>On completion of the exam, there will be whole class feedback sessions on all GCSE papers. This will ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded.</p> <p><b><u>On parle!</u></b> <b><u>(Let's speak!)</u></b></p> <p>The end of Year 10 will focus primarily on developing skills for the speaking exam in Year 11.</p>

<p><b>Year 11</b></p>	<p><b><u>Mon environnement</u></b> <b><u>(My environment)</u></b></p> <p>Students will build upon content seen in Years 7 and 9 related to places in town and environment. Students will learn how to describe the advantages and disadvantages of living somewhere.</p> <p>They will also be able to describe social and environmental problems where they live. They will study looking after the environment at home, serious global problems and how we can try to address them. They will feel confident in recognising and producing different tenses.</p> <p>More complex grammar is introduced this module with the use of the subjunctive.</p> <p>Photo description practice will be based on town and the environment, and students will continue to complete a speaking booklet in preparation for their GCSE exam.</p> <p>GCSE Thematic Context link: My neighbourhood</p>	<p><b><u>Compte à rebours I</u></b> <b><u>(Count down 1)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: School, Places in town, Future opportunities, Equality, Family, Tourist attractions, Accommodation, Natural world, Sports, Mental wellbeing, Free time activities, Social media, Family and Relationships.</p> <p>Exam skills will be covered in the following ways:</p> <p>Speaking: describing a stimulus card, using connectives and practicing from the general conversation booklet.</p> <p>Writing: using connectives to vary the length of your sentences.</p> <p>Writing: completing the longer questions for Foundation and Higher on school and future opportunities.</p> <p>Reading and listening: Inferring positive and negative ideas, opinions and justifications.</p>	<p><b><u>Compte à rebours II</u></b> <b><u>(Count down 2)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: Food, Tourist attractions, Natural world, Places in town, Accommodation, Equality, Food, School, Relationships, Environmental issues, Future opportunities.</p> <p>The exam skill focus this term will be on speaking:</p> <p>Practising reading aloud tasks and follow up questions.</p> <p>Practising role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop.</p> <p>Practising describing a picture stimulus and answer two compulsory questions related to the picture.</p> <p>Preparing general questions for the topics of student's chosen thematic context.</p>	<p><b><u>Compte à rebours III</u></b> <b><u>(Count down 3)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: Holidays, Transport and travelling, Places in town and Family.</p> <p>Each lesson will start with a thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz.</p> <p>A wide range of GCSE exam style questions will be practiced for writing, listening and reading.</p> <p>Students will have a Walking Talking Writing exam where they will understand how to approach and interpret answering exam questions.</p>	<p><b><u>Exam practise:</u></b></p> <p>Revision of all main topics. Speaking practice based on photocard, general conversation, role-play and read aloud.</p>	<p><b>Exams</b></p>
<p><b>Term</b></p>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>	<p><b>6</b></p>
<p><b>Year 12</b></p>	<p>At the beginning of the course, students will start an intensive grammar programme linked to the thematic content. The grammar focus recaps basic French grammar, including the present, perfect and near future tenses, reflexive verbs and pronouns.</p> <p>The course starts with studying <i>Aspects of French-speaking society: current trends</i>. In this term, students look at <i>La famille en voie de changement</i> (the changing nature of family). They</p>	<p>In this term, all skills are developed through theme-linked teaching and learning. The grammar focus continues to recap grammar seen at GCSE including the future and imperfect tenses, the conditional and the passive voice.</p> <p>Students will continue to study the topic of <i>La famille en voie de changement</i> (the changing nature of family) but look specifically at <i>La «cyber-société»</i> (cyber-society) and <i>Le rôle du bénévolat</i> (the role of volunteering).</p>	<p>Students will practise exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language in this term.</p> <p>The grammar focus becomes more challenging in this term as new concepts are introduced. Students are exposed to the pluperfect tense and the perfect infinitive as well as the past historic.</p>	<p>In this term, students will start to develop even further their skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p> <p>Grammar continues to be taught holistically along with content in this term, with a focus on more challenging parts of French grammar.</p> <p>The next topics within <i>Artistic culture in the French-speaking world</i> are taught: <i>La musique francophone contemporaine</i></p>	<p><b><u>Revision and Exam practise:</u></b></p> <p>Revision of all the topics covered in Year 1 of this 2-year course.</p> <p>Students continue to practise their 'mini' IRPs which will be delivered in their End of Year speaking exam. Focus is also on practising the photocards for the speaking exam.</p> <p>Essay practise on <i>La Haine</i> continues ahead of the Paper 2 end of year exam.</p>	<p><b>End of Year Exams</b></p> <p><b><u>Revision and Exam practise:</u></b></p> <p>Revision continues of all the topics covered in Year 1 of this 2-year course.</p> <p><b>Feedback</b></p> <p>Students will be provided with feedback from all three papers to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into the</p>

	<p>encounter this content while practising all keys skills of the exam, including speaking, translating and summarising.</p> <p>Within this topic, students will explore artistic culture in the French-speaking world.</p> <p>In addition, they will begin their studies of the film <i>La Haine</i> for their Paper 2 exam.</p> <p>Finally, students are first introduced to the IRP (Independent Research Project) and start to produce a 'mini' IRP on a topic of their choice.</p>	<p>They also continue their studies of <i>La Haine</i> and their 'mini' IRP.</p>	<p>Students move onto the next area of <i>Artistic culture in the French-speaking world</i>. In this term they cover <i>Une culture fière de son patrimoine culturel</i>, (A culture proud of its cultural heritage).</p> <p>Students will start essay-writing on the film <i>La Haine</i> and practising speaking and stimulus cards, reading, listening and translation according to sub-themes and aspects.</p>	<p>(Contemporary francophone music) and <i>Cinéma – Le septième art</i> (Cinema – the seventh art).</p> <p>They will also focus more on the study skills required for their independent research and the development of an independent research action plan following their 'mini' IRP.</p> <p>Discussions begin around university courses and plans for the future so targets can be set ahead of the summer.</p>			<p>second year of the A Level course.</p> <p>Over the summer, students are given the novel <i>Kiffe Kiffe Demain</i> to study and must also complete research for the final IRP which they will do for their final exam.</p>
<b>Year 13</b>	<p>At the start of the second year of the course, students will learn about current issues and aspects of political life in the French-speaking world. They begin by learning about <i>Les aspects positifs d'une société diverse</i> (The positive aspects of a diverse society) as well as <i>Quelle vie pour les marginalisés?</i> (What is life for those marginalised?)</p> <p>Higher level grammar is introduced and practised during this term, such as the future perfect and the conditional perfect.</p> <p>Students will start studying their second work, the literary text <i>Kiffe Kiffe Demain</i>, which they will have read over the summer.</p> <p>They are also still working on their final IRPs so they are ready to be finalised by the end of the Autumn term.</p>	<p>Current issues and aspects of political life in the French-speaking world are explored. Students study <i>Comment on traite les criminels</i> (How we treat criminals) and <i>Les ados, le droit de vote et l'engagement politique</i> (Young people, the right to vote and political engagement).</p> <p>High level grammar is recapped and practised in speaking, essay writing, summary writing and translation into and from target language.</p> <p>The literary text <i>Kiffe Kiffe Demain</i> is still being discussed and analysed, with students completing their first essays on the text.</p> <p>By the end of this term, IRP topics are finalised and the titles are submitted to the exam board.</p>	<p>In this term students explore the topic of politics even further and learn all about <i>La politique et l'immigration</i> (Politics and immigration) in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p> <p>The skills aspects of the A-level course are now completed. All grammar has now been covered and is recapped and practised using all keys skills.</p> <p>Students continue essay-writing on the literary work and high level in-depth analysis takes place.</p>	<p>Students complete intensive and comprehensive exam preparation.</p> <p>The final topic on current trends and political life is taught in this term: <i>Manifestions, grèves, à qui le pouvoir?</i> (Demonstrations, strikes, who has the power?).</p> <p>All skills are targeted on a timely basis according to the needs and priorities of the schedule of the exams.</p>	<p>In this term, students will complete Paper 3, the speaking exam. Revision until this point will focus solely on their speaking exam, practising photo cards and the IRP.</p> <p>After the speaking exam, revision of all the topics covered in Year 1 and Year 2 will take place. Students will continue to practice exam-specific skills and assessment tasks in essay writing, listening, reading, summary writing and translation into and from target language.</p>	<b>Exams</b>	

**Impact:**

To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly vocabulary tests at KS3, and weekly tests at KS4. There will be regular feedback given on the progress made in the four main skills: Reading, Listening, Writing and Speaking. The impact of the curriculum upon students

*becoming linguists who can communicate effectively in the target language is assessed through students' participation during lessons and their engagement with homework tasks. Extra-curricular activities such as a trip to France and a languages enrichment club will also provide students with the opportunity to put into practice what they have learnt in the classroom, and to experience first-hand the benefits of learning another language.*