Toynbee Curriculum
KS4 Topic Summaries

MFL: FRENCH

Toynbee School

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The first topic of Year 10 builds on students' cultural knowledge and understanding gained in Years 7-9, based on festivals and celebrations in the Spanish/French-speaking world and technology . As well as regular retrieval, we introduce how to describe and give opinions on festivals and celebrations and talk about technology and how it is used in today's world. We also look at the practical situation of discussing these with people and how to make arrangements to attend events and questions about technology.

Our main communicative goal is to ensure students are able to describe these festivals in more detail in line with the GCSE specification. They also need to be able to form and answer questions as this is a big part of the topic.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.**

Lesson Sequence:

This topic is formed of five different elements of narrating and reacting to noteable events, providing a balanced argument and making suggestions in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe the festivals and celebrations are::

- Retrieval : Year 7,8 and 9 questions (describing people and events)
- Which festival would you like to go to?
- What is your opinion of it?
- What is your opinion of social media?
- What do you do on the internet?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. *Question formation (focus you verb forms)*
2. *Present tense (retrieval) of regular and irregular verbs*
3. *Opinion verbs*
4. *Using infinitives*
5. *Using the simple future*
6. *Using the preterite/past tense*

Sequence of Lessons:

1	RETRIEVAL: Describing people and free-time activities
2	RETRIEVAL: Describing people and free-time activities
3	Festivals and celebrations
4	Festivals and celebrations: Modelling & awareness raising
5	Festivals and celebrations: Receptive processing
6	Festivals and celebrations: Structured production
7	Festivals and celebrations: Expansion. **CHECKPOINT 1**
8	Making suggestions and invitations: Structured production
9	Making suggestions and invitations: Expansion
10	Making suggestions and invitations: Automatisation / routinisation
11	Technology: Modelling and awareness raising
12	Technology: Receptive processing
13	Technology: Structured production
14	Technology: Modelling & awareness raising
15	Narrating events: Receptive processing
16	Narrating events: Modelling & processing
17	Narrating events: Structured production
18	Technology and narrating events: Expansion. **CHECKPOINT 2.**
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: Technology, free time
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The second topic of Year 10 builds on students' knowledge and understanding gained in Years 7-9, based on discussing probabilities, making suggestions and describing places in Spanish and French. As well as regular retrieval, we introduce how to express wishes, discuss future plans and give opinions on locations. We also look at the practical situation of discussing these with people and how to structure a conversation on these themes.

Our main communicative goal is to ensure students are able to discuss these topics in more detail in line with the GCSE specification. They also need to be able to form and answer questions as this is a big part of the topic.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.**

Lesson Sequence:

This topic is formed of five different elements of narrating and reacting to probabilities, future plans, suggestions and descriptions of locations in French/Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe the festivals and celebrations are::

- What are your plans for this year?
- What are you going to do?
- What can you do in.......?
- What is your town/village like?
- What are the facilities there?

With regards to grammatical sequencing, the structures students will focus on this topic include:

1. _Question formation (focus you verb forms)_
2. _Present tense (retrieval) of regular and irregular verbs_
3. _Using weather phrases_
4. _Using imperatives_
5. _Using the simple future_
6. _Using impersonal expressions_

Sequence of Lessons:

1	Discussing probabilities and making predictions: Modelling & awareness raising
2	Discussing probabilities and making predictions: Receptive processing
3	Discussing probabilities and making predictions: Structured production
4	Making suggestions: Modelling & awareness raising
5	Making suggestions: Receptive processing
6	Making suggestions: Structured production
7	Probabilities and predictions: Expansion. **CHECKPOINT 1**
8	Making impersonal suggestions: Structured production
9	Making impersonal suggestions: Expansion
10	Making impersonal suggestions: Automatisation / routinisation
11	Describing location, appearance and characteristics: Modelling and awareness raising
12	Describing location, appearance and characteristics: Receptive processing
13	Describing location, appearance and characteristics: Structured production
14	Giving and asking for directions: Modelling & awareness raising
15	Giving and asking for directions: Receptive processing
16	Giving and asking for directions: Modelling & processing

Sequence of Lessons:

17	Giving and asking for directions: Structured production
18	Location and directions: Expansion. **CHECKPOINT 2.**
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: weather, describing home and location
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The third topic of Year 10 (The world is your oyster) builds on students' knowledge and understanding gained in Years 7-9, based on creating descriptions of the local area, discussing places to visit, making plans for the future and thinking ahead to higher education in Spanish and French. As well as regular retrieval, we introduce how to give more detailed opinions on places and future plans and how to discuss the pros and cons of higher education . We also look at the practical situation of discussing these with people and how to structure a conversation on these themes.

Our main communicative goal is to ensure students are able to discuss these topics in more detail in line with the GCSE specification. They also need to be able to form and answer questions as this is a big part of the topic.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topic listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.**

Lesson Sequence:

This topic is formed of five different elements of narrating and reacting to situations, describing the local area, expressing preferences of places to visit, discussing future plans in more detail, and the pros and cons of higher education in French and Spanish. Each element spans approximately four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the four-lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe the festivals and celebrations are::
- What do you like to do in your town/area where you live?
- What would you like to do in the future?
- What is your opinion on going to university?
- How would you spend a gap year?
- Do you think is important to learn other languages?

With regards to grammatical sequencing, the structures students will focus on this topic include:
1. _Question formation (focus you verb forms)_
2. _Using the conditional tense_
3. _Using pre-infinitive phrases_
4. _Using the future tense_
5. _Using higher level opinion phrases_

Sequence of Lessons:

17	Discussing the pros and cons of higher education: Structured production
18	Future plans and higher education: Expansion. **CHECKPOINT 2.**
19	Bringing it all together: Routinisation and automatization
20	Bringing it all together: Spontaneity

Sequence of Lessons:

1	Creating descriptions of the local area: Modelling & awareness raising
2	Creating descriptions of the local area: Receptive processing
3	Creating descriptions of the local area: Structured production
4	Discussing places to visit: Modelling & awareness raising
5	Discussing places to visit: Receptive processing
6	Discussing places to visit: Structured production
7	Descriptions of local area and places to visit: Expansion. **CHECKPOINT 1**
8	Making plans for the future: Structured production
9	Making plans for the future: Expansion
10	Making plans for the future: Automatisation / routinisation
11	Making plans for the future: Modelling and awareness raising
12	Making plans for the future: Receptive processing
13	Giving detailed descriptions and opinions: Structured production
14	Discussing the pros and cons of higher education: Modelling & awareness raising
15	Discussing the pros and cons of higher education: Receptive processing
16	Discussing the pros and cons of higher education: Modelling & processing

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish and French Sentence Builders: local area and visiting places, making future plans, the pros and cons of university
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The first topic of Year 11 is an introduction to the 'real world' such as earning money, careers, volunteering and the advantages and disadvantages of taking a gap year or getting married. This will enable students to revisit previous topics such as "My rights and responsibilities" (Y8), "Out & about abroad" (Y9) and "Around the world in 80 days" (Y10).

Our main communicative goal is to express moral and social concerns as well as indicating agreement and disagreement over a range of topics. Being able to refer to past wishes and future plans, as well as explaining their preferences and positions on social issues will also be key.

The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.

By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.

We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate. **It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topics listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.**

Lesson Sequence:

This topic is formed of eight different elements of making plans for the future in French/Spanish. Each element spans approximately from three to four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created to raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of the lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to describe "What [their] future holds" are:

- What do you have to / can / should you do at home?
- What would you like / are you going to study at college/uni?
- What did you want to be(come) when you were younger?
- What job/career would you like to do in the future?
- What do you do to earn money?
- Do you have a (part-time) job?
- When do you work? How much do you earn?

- What do you have to / need to do for your job?
- Do you do any volunteering?
- Did you like your work experience?
- What are the positive and negative aspects of your/a job?
- Is taking a gap year a good idea?
- What would your ideal partner be like?
- Do you want to get married one day?

With regards to grammatical sequencing, the structures students will focus on this topic include:
1. *Modal verbs: must/have to, can, want, should, need + infinitive*
2. *Referring to future: going to, dream of, intend to, would like to + infinitive*
3. *Present tense in "I/he/she" forms of key verbs (-er/-ar, do, modal verbs) inc. negative*
4. *Referring to the past (did/have done, used to)*
5. *Comparative and superlative form*

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish /French Sentence Builders : Beginners to pre- intermediate (Unit 8) Spanish /French Sentence Builders: pre-intermediate to intermediate: Unit 7 GCSE French/Spanish Revision Workouts: Self, Family and Friends (unit 10)
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Sequence of Lessons:

1	RETRIEVAL: Using modal verbs to describe duties (chores)
2	RETRIEVAL: Using the future tenses to discuss post-16 options (studies)
3	Past and present wishes regarding jobs/careers: Modelling
4	Past and present wishes regarding jobs/careers: Receptive processing
5	Past and present wishes regarding jobs/careers: Structured production
6	Past and present wishes regarding jobs/careers: Expansion
7	Job description (hours, wages, duties): Modelling
8	Job description (hours, wages, duties): Receptive processing
9	Job description (hours, wages, duties): Structured production
10	Job description (hours, wages, duties): Expansion
11	Volunteering: Modelling + Receptive processing
12	Volunteering: Receptive processing
13	Volunteering: Structured production
14	Work experience (past): Modelling + Receptive processing
15	Work experience (past): Receptive processing + expansion
16	Work experience (past): Expansion + structured production
17	Advantages and disadvantages of a job: Modelling + receptive processing
18	Advantages and disadvantages of a job: Receptive processing
19	Advantages and disadvantages of a job: Structured production
20	Advantages and disadvantages of gap year/working abroad - wish
21	Advantages and disadvantages of gap year/working abroad - past
22	Advantages and disadvantages of gap year/working abroad - future
23	Advantages + disadvantages of gap year: Modelling + Receptive Processing
24	Advantages + disadvantages of gap year: Receptive Processing + Structured prod
25	Long term plans: Modelling + Receptive Processing
26	Long term plans: Receptive processing
27	Long term plans: Receptive Processing + Structured prod
28	Ideal partner
29	Views on marriage: case studies
30	Views on marriage: case studies + spontaneous production (written/verbal)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Topic Overview:

The second topic of Year 11 focuses on global and social issues. This will enable students to revisit previous topics such as "My rights and responsibilities" and "My health" (Y8), "Education around the world" (Y9) and the advantages and disadvantages of technologies.
Our main communicative goal is to express moral and social concerns as well as explaining problems and providing solutions.
Being able to refer to past wishes and future plans, as well as explaining their preferences and positions on social issues will also be key.
The main focus of the topic is to develop students' fluency in answering the 'golden questions' of the topic as stated below.
By the end of the unit, students will have been exposed to a variety of listening and reading texts and will use these as models to assimilate the key chunks of language they need to acquire.
We continue to develop students' accurate implementation of SSCs (sound-symbol correspondence) and this is regularly tested at KS4 through weekly 'checkpoints'. These are not formal assessments but rather an opportunity for students' to practise their receptive skills. Students have a list of 12 words per week to practise outside of lessons. They have 3 sentences to transcribe, 3 to listen and translate and 3 to read and translate.
It is worth mentioning that all our topics are based on routine retrieval practice and activating prior knowledge on a regular basis, so all topics listed below are revisited within the sequences of lessons further on in the topic. Students will also have regular retrieval opportunities from topics 1-3 listed above.

Lesson Sequence:

This topic is formed of ten different elements of discussing social and global issues in French/Spanish. Each element spans approximately from three to four lessons. The lesson sequence starts with the introduction of a sentence builder (knowledge organiser) which is modelled to students in the first lesson. Students also have exposure to the language through a wider range of reading and listening texts which have been artificially created to raise awareness of the key phonics, grammar and vocabulary from the unit. Eventually, towards the end of lesson sequence, students are able to use the language in a structured environment, slowly removing the support of the sentence builder as they progress.

The 'golden questions' of the unit which students will use to discuss social and global issues are:

- What is important to you?
- What worries you?
- In your opinion, what is the biggest problem for the planet?
- What are the problems in your town/area?
- What are some daily solutions?

- Do you think that you have a healthy diet/lifestyle?
- What do you do to destress from daily pressures?
- What are the pros and cons of the Internet / social media?
- Are you for or against school uniforms?
- Do you agree with the school rules?

With regards to grammatical sequencing, the structures students will focus on this topic include:
1. *Modal verbs: must/have to, can, want, should, need + infinitive*
2. *Sequencing / ordering / prioritising (first, then, etc)*
3. *Complex structures: "What worries me / What I like" etc.*
4. *Using the conditional: " We / I / people could / should"*
5. *Referring to future: going to, intend to*
6. *Present tense in "I/he/she" forms of key verbs (-er/-ar, do, modal verbs) inc. negative*
7. *Referring to the past (did/have done, used to)*
8. *Using reflexive verbs (eg: to destress yourself, to train yourself)*
9. *Comparative and superlative form*

Topic Resources:

Knowledge Maps:	One sentence builder on each question listed above	Any other Resources:	Quizlet- weekly homework based on knowledge map vocab

Assessments: 2 (+ weekly, smaller 'checkpoints')

Knowledge:	There are three aspects of knowledge that students will be tested on in each checkpoint: grammar, phonics and vocabulary.
Application of Knowledge:	Students will be expected to apply their knowledge in each checkpoint in a range of tasks: reading, listening, writing and translation. The weekly checkpoints are based on GCSE vocabulary lists. They test receptive understanding of vocabulary (French/Spanish into English only)

Supportive Reading:

Gianfranco Conti, Dylan Viñales and Ronan Jezequel	Spanish /French Sentence Builders : Beginners to pre- intermediate (Unit 8) Spanish /French Sentence Builders: pre-intermediate to intermediate: Unit 7 GCSE French/Spanish Revision Workouts: Technology & Media
Pearson	French: GCSE Studio textbook (AQA) Spanish: GCSE Viva textbook (AQA)

Topic Sequence:

1	2	3	4	5
Let's celebrate	Around the world in 80 days	"The world is your oyster"	What does the future hold?	Bringing the world together

Sequence of Lessons:

1	RETRIEVAL: Talking about likes and dislikes (family, hobbies, etc.)
2	What is important to you?: Modelling + Receptive processing
3	What is important to you?: Receptive processing + Structured production
4	What worries you?: Modelling + Receptive processing
5	What worries you?: Receptive processing + Expansion
6	What worries you?: Structured production
7	What is the biggest problem for the planet?: Modelling
8	What is the biggest problem for the planet?: Receptive processing
9	What is the biggest problem for the planet?: Receptive processing
10	What is the biggest problem for the planet?: Structured production
11	What are the problems in your town/area?: Modelling + Receptive processing
12	What are the problems in your town/area?: Receptive processing + Structured production
13	What are some daily solutions?: Modelling + Receptive processing
14	What are some daily solutions?: Receptive processing + Expansion
15	What are some daily solutions?: Structured production
16	**Past Papers practice on Global Issues**
17	Do you think you have a healthy diet/lifestyle? Modelling + Receptive processing
18	Do you think you have a healthy diet/lifestyle? Receptive processing + Expansion
19	Do you think you have a healthy diet/lifestyle? Structured production
20	What do you do to destress from daily pressures? Modelling + Receptive processing
21	What do you do to destress from daily pressures? Receptive processing + Expansion
22	What do you do to destress from daily pressures? Structured production
23	**Past Papers practice on Healthy Lifestyle**
24	What are the pros and cons of the Internet / social media? Modelling + Receptive processing
25	What are the pros and cons of the Internet / social media?
26	Are you for or against school uniforms? Modelling + Receptive processing
27	Are you for or against school uniforms? ?: Receptive processing + Structured production
28	Do you agree with the school rules? Modelling + Receptive processing
29	Do you agree with the school rules? ?: Receptive processing + Structured production
30	**Past Papers practice on advantages and disadvantages of an issue**