# YEAR 13 SPANISH SEPTEMBER. Sixth Form

**MFL intent**

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

**MFL Implementation**

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlooking ethos.

| | Year 13 Spanish – Autumn term - Immigration | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| **La immigración** | **Knowledge:**<br>• The positive and negative aspects of immigration<br>**Positive:** Immigration enriches the culture of the host country; immigrants are needed to fill gaps in the labour market, increase the birth rate etc.<br>**Negative:** Some immigrants work in a hidden economy; live in poor conditions; suffer from a lack of basic rights; exploited by some employers<br>• Immigration in the Spanish-speaking world (historical and current data)<br>• The problems illegal migrants face: perilous migratory routes into the US and Spain.<br>• The impact of Hispanic migrants in the US.<br>Key vocabulary (including loan words) and expressions for this unit<br><br>**Understanding:**<br>**<u>Students will know how to...</u>**<br><br>• Use the present tense including radical changing verbs<br>• Explain with examples how immigration enriches the culture of the host country. | • Students have a deep knowledge and understanding of the positive and negative aspects of immigration in Hispanic society and communicate these with increasing accuracy and confidence. Students are able to develop an argument and justify opinions on differing aspects of immigration.<br>• Written Spanish, relating to the challenges some immigrants encounter, is communicated using varied topic vocabulary and complex grammatical structures.<br><br>• When listening to passages relating to immigration issues students are able to infer meaning from | Review common indicative tenses from ks4 and yr12: present, imperfect, preterite, future, conditional, compound tenses, Revision of nouns, adjectives, adverbs, prepositions and pronouns.<br>Year 12: Units 5 & 6 - Regional identity and Cultural heritage are loosely linked to aspects of this unit.<br><br>**Future learning:**<br><br>Why immigrants are often the victims of racial abuse<br>How cultural barriers in a society can lead to racist behaviour.<br>Further develop listening and reading | Online dictionary (Word reference.com)<br><br>Oxford AQA Textbook & Kerboodle<br><br>Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet:<br>Colby/nelson – Grammar<br>ProfeDele<br>Mfl resources – neiljones<br><br>BBC El Mundo / YouTube: articles and video clips<br><br>Hodder AQA Spanish textbook<br><br>Palabra por palabra<br>Zig zag publications |

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| | • Verbally communicate the positive and negative aspects of immigration and the plight of illegal immigrants, their life and experiences.<br>• Form and use compound tenses and the preterite and imperfect together.<br>• Spell loan words as some keep the original spelling and others take on a more 'Spanish' spelling.<br><br>**Skills:**<br><br>• Improve dictionary skills<br>• Vary vocabulary by using synonyms in order not to rely solely on the text for summaries<br>• The importance of checking work – drafting and redrafting work to increase accuracy and avoid errors.<br>• Develop the capacity for critical and analytical thinking. | opinions, views and emotional reactions. In summary writing language is manipulated with increasing accuracy. | comprehension skills on this topic by completing specimen tasks and past papers. Review and learn new vocabulary associated with immigration, racism, and integration using additional sources to the textbook.<br>Develop speaking and analytical skills by practising sample stimulus cards.<br>Continue to access authentic materials such as news articles in order to keep abreast of issues relating to Immigration in Hispanic countries. | Spanish penfriend-<br>each student has a friend from the 'Bachillerato' course in Murcia, Spain<br><br>Film –<br>'Maria llena eres de gracia'<br>Netflix/Amazon/Sky have a selection of films and series in Spanish |

| | **Year 13 Spanish – Autumn term - Jóvenes de hoy, ciudadanos del mañana** | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| **Jóvenes de hoy,** | **Knowledge:**<br>• Know different ways young people respond to politics, from activism to apathy | • Students have a well-developed knowledge and understanding of young people's issues as | Review common indicative tenses from ks4 and yr12: | Online dictionary (Word reference.com) |

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| **ciudadanos del mañana** | • The reasons why young people's attitudes are changing, from the impact of the financial crisis in Spain to the unrest in Chile<br>• The high youth unemployment rate in Spain and the contributing factors to this (los ninis)<br>• Young people's wishes for an ideal society in Spain and the Spanish-speaking world<br>• Key vocabulary and expressions for this unit<br>• The perfect subjunctive<br><br>**Understanding:**<br>**Students will know how to...**<br>• Explain with examples how young people are involved/not involved in politics in Spain and the Spanish-speaking world, with examples including the creation of new political parties such as Podemos, the recent Spanish general election, conflict between the Spanish government and autonomous communities and the recent Chilean student protest movements..<br>• Verbally communicate the issues around the high rate of youth unemployment in Spain and the problems this causes them and their families<br>• Describe and discuss the type of society young people in the Spanish world want to live in.<br>• Know how to form formal, informal and negative commands<br>• Know how to recognise and form the perfect subjunctive<br><br>**Skills:** | citizens in Spain and the Hispanic world and communicate these with increasing accuracy and confidence. Students are able to develop an argument and justify opinions on differing aspects of young people's engagement in politics.<br>• Spoken Spanish, relating to the issues some young people encounter, is communicated using varied topic vocabulary and complex grammatical structures.<br><br>• When listening to passages relating to issues to do with young people students are able to infer meaning from opinions, views and emotional reactions. In summary writing language is manipulated with increasing accuracy. | present, imperfect, preterite, future, conditional, compound tenses, Revision of nouns, adjectives, adverbs, prepositions and pronouns.<br>Year 12 theme 1 'Los valores tradicionales y modernos' is loosely linked to aspects of this unit.<br>**Future learning:**<br>Subsequent themes of 'Monarquías y dictaduras' and 'Los movimientos populares' are linked to the ideas and contextual information explored in this unit.<br><br>Further develop listening and reading comprehension skills on this topic by completing specimen tasks and past papers. Review and learn new vocabulary associated with immigration, racism, and integration using | Oxford AQA Textbook & Kerboodle<br><br>Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet:<br>Colby/nelson – Grammar<br>ProfeDele<br>The Language Gym<br>Mfl resources – neiljones<br><br>BBC El Mundo / YouTube: articles and video clips<br><br>Hodder AQA Spanish textbook<br><br>Palabra por palabra<br>Zig zag publications<br><br>Spanish penfriend- each student has a friend from the 'Bachillerato' course in Murcia, Spain |

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| | • Use a variety of negative expressions<br>• Be able to talk about data and trends<br>• Use an increasingly wide range of expressions to express an opinion or an evaluation<br>• Be able to apply and use the complex language covered within a presentation and unplanned discussion | | additional sources to the textbook.<br>Develop speaking and analytical skills by practising sample stimulus cards.<br>Continue to access authentic materials such as news articles in order to keep abreast of issues relating to Immigration in Hispanic countries. | |

| | Year 13 Spanish - Spring term - Racism | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| **El racismo** | **Knowledge**:<br>• Racist and xenophobic attitudes (current and historic)- in sport; in the workplace; in education; in religion and via social networks - Who the victims of racism are in the Spanish speaking world today.<br>• Measures to combat racism and their effectiveness – the effectiveness of protests; | • Students have a deep knowledge and understanding of recent cases of racism in several countries in the Hispanic world and how attitudes to racism have changed over the years. Communicate | The plight of many immigrants in the Spanish speaking world and how many suffer racial discrimination (Unit 1 – Immigration)<br>Core tenses from ks4 and yr 12 (conditional, future, | Online dictionary (Word reference.com)<br><br>Oxford AQA Textbook & Kerboodle<br><br>Knowledge organiser for unit 5 |

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| | campaigns; diversity festivals; pop music. Anti-racism meaures in Mexico.<br>• Anti-racism legislation –banning racism in social networks etc., Spanish penal code against acts of racism<br>Key vocabulary and expressions<br><br>**Understanding:**<br>**<u>Students will understand how to</u>**<br><br>• Use both the conditional and future tenses<br>• Identify irregular gender of nouns<br>• Describe and discuss racist attitudes in the Spanish speaking world and the measures to combat racism and their effectiveness.<br>• Discuss existing and consider possible new legislation<br>• Place adjectives before or after a noun according to the meaning.<br>• Use the infinitive when in English the gerund would be used (after a preposition, as the subject, after impersonal verbs).<br>• Conjugate verbs with irregular future stems.<br>• Tackle gap fill exercises<br><br>**Skills:**<br><br>• Express approval and disapproval<br>• Structures used to express obligation | these confidently using increasingly more sophisticated vocabulary and grammatical structures.<br>• Proficiency in debating issues such as racism in sport, discrimination against the gypsy community in Spain etc. Students are able to weigh up different opinions with solid evidence and form their own conclusions using different structures for expressing obligation.<br>• Accurate use of core tenses, the gerund and impersonal verbs reviewed in this unit. | imperative, imperfect subjunctive *si* clauses).<br><br>**Future learning:**<br><br>The coexistence and integration of ethnic groups in Spanish speaking societies.<br>How cultural differences are barriers to social harmony.<br>Learn more sophisticated vocabulary associated with cases of racism taken from additional sources to the textbook.<br>Further develop language skills by undertaking varied tasks from specimen questions and past papers.<br>Continue to access authentic materials such as newspaper articles in order to keep abreast of current affairs and issues relating to immigration and racism. | Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet:<br>Colby/nelson – Grammar<br>ProfeDele<br>Mfl resources:neiljones<br><br>BBC El Mundo / YouTube: articles and video clips<br><br>Hodder AQA Spanish textbook<br><br>Palabra por palabra<br>Zig zag publications<br><br>Spanish penfriend – each student has a penfriend from the 'Bachillerato'course in Murcia, Spain<br><br>Film –'El Norte' , La Jaula de oro'<br>Netflix/Amazon/Sky |

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| | | | | have a selection of films and series in Spanish |

| | Year 13 Spanish - Spring term – Monarquías y dictaduras | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| **Monarquías y dictaduras** | **Knowledge**:<br>• The Spanish Civil War and Franco's dictatorship<br>• The evolution of the monarchy in Spain from the republic to dictatorship to a constitutional monarchy<br>• Latin American dictators and dictatorships, with a particular focus on Chile (Pinochet), Argentina (Videla) and Cuba (Castro)<br>• Key vocabulary and expressions<br><br>**Understanding:**<br>• Students will understand how to<br>• Explain the impact of the civil war on Spain<br>• Discuss life under Franco's leadership and how this developed and changed over time<br>• Describe the changes from monarchy to republic to dictatorship<br>• Describe the transition from dictatorship to monarchy<br>• Evaluate the issues leading to the abdication of King Juan Carlos and the present circumstances of the Spanish royal family | • Students have a developed and detailed knowledge and understanding of the impact of Franco's dictatorship, the rise of Franco and the changes in the monarchy in Spain over the years.<br>• Students have a developed and detailed knowledge and understanding of the impact of a range of Latin American dictators and the impact of their regimes.<br>• They communicate these confidently using increasingly sophisticated vocabulary, complexity and grammatical structures.<br>• Proficiency in debating issues such as the necessity of having a monarchy, whether monuments to Franco should be taken | The political systems of Spain and Spanish-Speaking American countries links to the first theme of Y13, *Jóvenes de hoy, cuidadanos del mañana*. Core tenses from KS4 and Y12 including the preterite. Students study the play *La Casa de Bernarda Alba* and the co-teaching of this unit supports the development of a coherent understanding of the context, also linked to the Y12 theme of *Los valores tradicionales y modernos*. | Online dictionary (Word reference.com)<br><br>Oxford AQA Textbook & Kerboodle<br><br>Knowledge organiser for unit 5<br><br>Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet: Colby/nelson – Grammar<br>ProfeDele<br>Mfl resources:neiljones |

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| | • Form and use the imperfect subjunctive<br>• Apply the principle of sequence of tense in complex sentences<br><br>**Skills:**<br><br>• Be able to develop and extend a discussion about a historical figure (such as a dictator) and their impact<br>• Recognise and use ordinal numbers<br>• Develop skills further in reading for gist for comprehension<br>• Consolidate accuracy in the use of the preterite tense<br>• Further develop accuracy in manipulating language in summarising from spoken or written texts | down etc. Students are able to weigh up different opinions with solid evidence and form their own conclusions referring to statistics and using ordinal numbers.<br>• Accurate use of core tenses, including the preterite, and following the correct sequence of tense. | **Future learning:**<br><br>The subsequent theme, *Los Movimientos Populares*, is linked to Latin American dictatorships through examples such as Las Madres de la Plaza de Mayo and a consideration of aspects of society. Students will go on to further develop language skills by undertaking varied tasks from specimen questions and past papers. Students will continue to access authentic materials such as newspaper articles in order to keep abreast of current affairs and issues relating to monarchies and dictatorships. | BBC El Mundo / YouTube: articles and video clips<br><br>Hodder AQA Spanish textbook<br><br>Palabra por palabra Zig zag publications<br><br>Spanish penfriend – each student has a penfriend from the 'Bachillerato'course in Murcia, Spain<br><br>Franco Y El Bikini resources<br><br>*La Casa de Bernarda Alba* by Federico García Lorca<br><br>Film – *El Laberinto del Fauno* – available on Mediaserver |

| | Year 13 Spanish - Summer term - Integration and Social harmony | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| `<br>**La convivencia y la integración** | Knowledge:<br>• The coexistence of different cultures in Spanish society: past and present.<br>• The barriers to peaceful integration: language, religious, political, cultural<br>• The cultural diversity of Mexico<br>• Education: discrimination in the classroom, social integration programmes, multilingualism<br>• Religious coexistence: the Spanish Inquisition, examples of successful interfaith coexistence.<br><br>Key expressions and vocabulary<br><br>**Understanding:**<br>**<u>Students will understand how to...</u>**<br><br>• Use direct and indirect object pronouns to replace the object of the verb and the person or thing to whom the action is performed.<br>• Use prepositions after different verb sets<br>• Form and use the subjunctive mood<br>• Form and use the passive use of 'se' and the impersonal 'se'<br>• Express the different ways social groups and immigrants integrate and coexist in Spain, Mexico and Argentina. | • Students have good knowledge of the historical coexistence of Christians, Jews and Muslims. Students debate an argument, deal with both sides of the question using examples and conclude by expressing a personal view. E.g. whether a peaceful coexistence is possible in a society; why some minority groups refuse to integrate and the impact of this; differing views on multiculturalism<br>• Fluency and pace of delivery is good<br>• Translation to and from Spanish is increasingly more accurate<br>• Students use direct and indirect object pronouns to demonstrate a good understanding of more complex structures and to avoid repetition in a sentence. | How the coexistence of different cultures in the Middle ages had such an impact on the regional identity of the Spain we know today – language, gastronomy, customs, cultural heritage. (Yr 12 - Unit 5 Regional identity)<br>The minority groups that still suffer discrimination (Yr 13 - Unit 2 Racismo)<br><br>**Future learning:**<br><br>Build on awareness and understanding of the contemporary society, political history and cultural background of Hispanic countries by reviewing the course content and by accessing authentic news articles.<br><br>Themes 1-4 exam style revision tasks | Online dictionary (Word reference.com)<br><br>Oxford AQA Textbook & Kerboodle<br><br>Hodder AQA Spanish textbook<br><br>Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet<br>Colby/nelson – Grammar<br>ProfeDele<br>Mfl resources:neiljones<br><br>BBC El Mundo / YouTube: articles and video clips<br><br>Palabra por palabra |

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| | • Communicate different points of view about the social groups in educational establishments.<br>• Explain how the Spanish Inquisition put an end to what had been a peaceful coexistence between Muslims, Catholics, and Jews<br>• Communicate how political differences threaten a peaceful coexistence: ETA and Cataluña.<br>• Change the tense in order to describe change.<br>• Describe the issues surrounding the integration of different cultures within the sphere of education.<br>• Describe the coexistence of various religions in the Hispanic world.<br><br>**Skills:**<br><br>• Use language for describing change<br>• Vary sentence structure to enhance writing<br>• How to structure an argument<br>• Translation into Spanish | | | Zig Zag publications<br><br>Spanish penfriend – each student has a friend from the 'Bachillerato' course in Murcia, Spain<br><br>Film – 'Palmeras en la nieve' Netflix/Amazon/Sky have a selection of films and series in Spanish |

| | Year 13 Spanish - Summer term – Movimientos Populares | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| **Movimientos populares** | **Knowledge:** | • Students have good knowledge of a range of popular movements and the | Year 12 Theme 3 *La igualdad de los sexos* considers rights and the ways they have | Online dictionary (Word reference.com) |

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| | • Recent strikes and protests in Spain and the Spanish-Speaking world and the ways in which these have been effective/ineffective<br>• Know some examples of trade unions and the ways in which they have had power<br>• Examples of social protests in Spain and the Spanish-speaking world and the impact these have had. Examples will include the 15-M movement in Spain as well as the Mothers of the Plaza de Mayo in Argentina.<br>• Key expressions and vocabulary<br><br>**Understanding:**<br>• Students will understand how to...<br>• Consider the effectiveness of protests and strikes and the advantages and disadvantages of these<br>• Describe and discuss the power of trade unions, as well as the impact of unions being banned under Franco's dictatorship<br>• Examine and evaluate the impact of protests such as the 15-M Movement in Spain and the Mothers of the Plaza de Mayo movement in Argentina and the ways these drew global attention to particular problems.<br>• Use if clauses and the pluperfect subjunctive<br>• Use if clauses and the imperfect subjunctive<br>• Use the passive voice and translate the passive voice into authentic Spanish<br><br>**Skills:**<br>• Further develop strategies for expanding and deplying a wider vocabulary | contexts which gave rise to these Students debate an argument, deal with both sides of the question using examples and conclude by expressing a personal view. e.g. to what extent protest movements can bring about change<br>• Manipulation of structures and grammar in summary questions is increasingly accurate.<br>• Students use a range of strategies to convey the passive mood, including third person plural.<br>• Students deploy an increasing number of vocabulary choices for variety and precision | changed over time. Themes 4 and 5 of Year 13, *Jóvenes de hoy, ciudadanos del mañana* and Monarquías y dictaduras are interlinked with this theme.<br><br>**Future learning:**<br><br>Build on awareness and understanding of the contemporary society, political history and cultural background of Hispanic countries by reviewing the course content and by accessing authentic news articles.<br>They will go on to complete exam style tasks where they will apply their knowledge. | Oxford AQA Textbook & Kerboodle<br><br>Hodder AQA Spanish textbook<br><br>Sharepoint – PPTS/grammar sheets.<br><br>Quizlet<br><br>Internet<br>Colby/nelson – Grammar<br>ProfeDele<br>Mfl resources:neiljones<br>The Language Gym<br><br>BBC El Mundo / YouTube: articles and video clips<br><br>Palabra por palabra<br><br>Zig Zag publications<br><br>Spanish penfriend – each student has a friend from the 'Bachillerato' course in Murcia, Spain |

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| | • Be able to vary sentence structure to enhance meaning<br>• Further develop strategies to infer meaning from listening and reading<br>• Develop extended discussions about each sub-topic, evaluating pros and cons | | | Film: *Estudiar en Primavera* |

| | **Year 13 Spanish – INDEPENDENT RESEARCH PROJECT** | | | |
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| **What are we learning?** | **What knowledge, understanding and skills will we gain?** | **What does mastery look like?** | **How does this build on prior learning?** | **What additional resources are available?** |
| `<br>**Independent research project** | The IRP is based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the Spanish speaking countries or communities.<br>▫ *A historical event*<br>▫ *A person*<br>▫ *A major news events period of history*<br>▫ *A group (fashion, tourism, computer games.)*<br>▫ *A social issue (immigration, gender equality, domestic violence)*<br>▫ *A region*<br>▫ *A cultural movement*<br>▫ *A political issue*<br>▫ *An environmental issue*<br>▫ *A sports event/figure*<br>▫ *A film*<br>▫ *Art/architecture* | • Students are able to independently contextualise, analyse, summarise findings using quotes, facts, statistics or examples, and give personal responses.<br>• There is a variation in the use of grammatical structures and vocabulary including complex structures.<br>• Students are prepared for a wide range of question types which seek information, opinion and justification of views. | The IRP can draw on vocabulary and structures across all four themes of the A level programme.<br><br>Throughout the course students have learnt how to research and analyse different cultural aspects and then present and justify valid arguments, viewpoints and conclusions to the class.<br><br>**Future learning:**<br><br>Continue to develop as independent researchers | Students are encouraged to use a variety of visual, audio and written sources. |

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| | *The student's chosen question or statement should allow the student to access the full range of marks*<br><br>**Understanding:**<br>**<u>Students will understand how to:</u>**<br><br>• Choose a topic that is relevant, has easy access to resources and can be developed.<br>• Formulate the title and the introduction<br>• Develop the content, right up to the conclusion<br>• Anticipate the questions that might be asked and prepare possible responses<br><br>**Skills:**<br><br>• Research methods: identify appropriate materials from a range of authentic sources<br>• Organise information: mind maps, categories, structured note taking etc<br>• Analytical skills<br>• How to structure the initial 2-minute presentation<br>• Communication strategies: rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies, such as self-correction. | Students respond to these questions spontaneously, sustain communication and take the lead to further develop the conversation.<br><br>• Pronunciation and intonation are good and as authentic sounding as possible. | Improve language learning skills and communication strategies to sustain communication and build fluency and confidence. | |