



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Spanish

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Rationale – What is the evidence base for selected strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Cultural Awareness

“Intercultural understanding: Learning a new language provides unique opportunities for pupils to explore national identities and become aware of both similarities and contrasts between the cultures of different countries, including their own” (Rachel Hawkes, 2019).

Pupils who attend Woodlane are more likely than most to have had limited experience and understanding of what life is like in a different country. At Woodlane, we are aiming to improve pupil’s cultural awareness whenever we can by making a link between the language they are learning and where it is spoken. *“The practical application of intercultural understanding to language teaching and learning enables us as teachers to embed the language itself within a rich context of cultural knowledge that engages and motivates learners”* (Rachel Hawkes, 2019). Improving their cultural knowledge can improve the way pupils communicate in the target language. How we raise cultural awareness can take many forms. In Spanish lessons for example, we learn about Spanish speaking countries, places and their traditions. We also learn about cultural norms, festivals and important events that take place in Hispanic countries. Each term, pupils have the opportunity to conduct their own research on the topic being studied. Trips are planned for pupils throughout the year including a visit to Barcelona, Spain. As Confucius said: *“I hear and I forget. I see and I remember. I do and I understand.”* Incorporating cultural awareness into lessons, has already had an impact on pupil motivation, outcomes and progress.

Spanish Phonics

Rachel Hawkes (2019) wrote an article for The National Centre for Excellence for Language Pedagogy (NCELP) and below are some of her findings regarding the benefits of teaching phonics to beginners.

1. Teaching phonics develops phonological decoding (the ability to sound out accurately), and without explicit phonics teaching, decoding is limited.
2. Decoding is positively associated with motivation and improves confidence in production (speaking and writing).
3. Phonics teaching supports vocabulary learning, which is key to making progress in language learning.
4. Decoding enables learners to access new language autonomously; learners can engage with vocabulary learning more successfully in and beyond the classroom.

5. Without teaching the sound-writing relationship, teachers logically confine themselves to presenting vocabulary first orally to their beginner learners, and only subsequently provide the written forms, which limits variety in teaching methodology.
6. Teaching phonics teaches the sound system; learners do not have enough exposure to become familiar with the sound system incidentally.
7. The ability to sound out words accurately on first exposure supports errorless learning, avoiding an inaccurate initial representation which, if persistent, can lead to problems later.
8. Accurate decoding may allow learners to see that a written word is in fact a word that they already know orally.

At Woodlane, we aim to develop pupils' understanding of phonics at each key stage through use of phonic mats, phonetic choral repetition, reading aloud, songs, phonological awareness games, transcription and gapped dictation activities. This has thus far contributed to improved pronunciation, speaking and reading skills for many pupils.

MARS (EARS) Approach in MFL

The MARS (EARS) approach refers to “*Modelling, Awareness-raising, Receptive processing, Structured Production, Expansion, Autonomy, Routinization and Spontaneity in MFL*” (Gianfranco Conti, 2016). This approach focuses on how to get from modelling the target language to structured usage. Exposing language learners to the same structures repeatedly in different ways, helps learners process and retain more information. Gianfranco Conti and Steve Smith (The Language Teacher Toolkit, 2016) state that by using fun, gamified interactions to practice vocabulary and structures – it will lead to better structured production from pupils.

At Woodlane, we are developing our lessons to incorporate elements of this approach and tasks are planned to enable pupils to learn using activities taken from the Language Teacher Toolkit. For example, modelling and awareness raising activities include spot the missing word, translations, bingo, battleships listening. Structured production tasks may include dice translation, boardgames, find somebody who, noughts and crossing speaking tasks. To develop more autonomy and routinization, our more able pupils will be more creative with their work, for instance by creating posters, making videos or picture talk.

Intent – What is Woodlane aiming to achieve through its curriculum?

- To develop a love of language learning.
- To focus on communication for real purposes.
- To develop the four skills of listening, speaking, reading and writing.
- To acquire a good basic level vocabulary in Spanish.
- To develop an appreciation for different cultures.
- To engage pupils through multi-sensory lessons.

- To develop self-confidence.
- To ensure all pupils leave Woodlane with a Spanish qualification which reflects the best of their ability.

Implementation – *How is the Woodlane curriculum delivered?*

Curriculum Delivery

- Pupils have full access to the Spanish National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Spanish curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Spanish curriculum offers opportunities for cross-curricular learning, to ensure pupils make significant personal development, including:
 - café trips/cinema trips;
 - educational visits to Spain;
 - SaLT strategies/Word Aware integrated in to teaching;
 - communication development through role-plays and spoken language activities, i.e. presentations; and language games.
 - use of ICT (MFL specific websites/software) to reinforce learning and provide opportunities for out of class learning; and to create own work.
- The KS3 Spanish curriculum is taught through 0.83 hours (average) contact time per week, (3% curriculum time).
- The KS4 Spanish curriculum is taught through 1.67 hours contact time per week (7% curriculum time).
- The Spanish curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.
- We offer two qualifications in Spanish, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - Edexcel Spanish (GCSE)
 - Non-Qualification Spanish Units for learners below Entry Level (AQA Unit Award Scheme)
- The love of learning is incredibly important to us, we therefore also run a Language and Culture Theme Day, where pupils participate in exciting workshops with a variety of cross curricular activities.
- We provide additional extra-curricular activities at lunch time, including:
 - GCSE Spanish speaking support
 - Opportunities to support pupils with homework
 - Duolingo / Quizlet lunchtime club

Teaching and Learning

- Our pupils are taught by subject specialists.
- Our Spanish Subject Leader is well qualified, possessing a PGCE in Secondary MFL and BA (Hons) in French and International Business Studies.
- The Spanish curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- Spanish homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In Spanish, we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the Spanish subject teachers and will include adaptations to match learning needs. All classes:

- are supported by a teaching assistant (TA);
- have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- are multi-sensory;
- are dyslexia friendly;
- integrate speech, language and communication support; and
- are supported either directly or indirectly by speech and language therapists

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- one to one support from specialist Spanish TA;
- specific GCSE intervention for targeted pupils; and
- termly Spanish targets.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in Spanish.
- Our bespoke Flight Path is used to track the progress of pupils in Spanish and determine expected outcomes from different starting points.
- Spanish teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:

- daily marking;
- self/peer assessment;
- targeted questioning using iPads with teacher feedback
- informal/formal examinations;
- Spanish homework;
- Quizlet tasks;
- Mid/end of unit skill tests in listening, speaking, reading and writing and
- B-Squared etc.

Impact – *What difference is the Woodlane curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in Spanish.
- The vast majority of pupils meet or exceed their expected outcomes in Spanish (external qualifications).
- The vast majority of pupils who select Spanish as an option in KS4 leave Woodlane with one formally recognised Spanish qualification.
- Pupils leave well-prepared to use basic Spanish in real life contexts.
- All pupils develop their speaking and listening skills to interact with others.
- All pupils develop their writing skills and use of ICT.
- All pupils can work successfully in a team and will improve their self-confidence.
- All pupils improve their presentational skills.

* Please see annual SEF/SIP for further details.

Appendix:

Spanish Curriculum Map – *What will the pupils learn and when?*

Year 7 Spanish		Autumn A & B	Spring C & D	Summer E & F
Content		Me presento: Pupils learn to talk about themselves and learn key classroom phrases and vocabulary. They will also learn some cultural information about Spain and other Spanish speaking countries.	Los básicos y mi tiempo libre: Pupils learn days of week, months, numbers 1-31, dates, birthdays and sports. They also learn to express likes and dislikes and talk generally about their free time.	A comer: Pupils learn to order snacks and drinks in a café. They also learn to understand higher numbers, prices and express their opinions about food and drink.
	All	<ul style="list-style-type: none"> -Give their name, age, nationality and say where they live (brief answers) -Spell their name -Say how they are (one response) -Recognise and respond to classroom instructions in Spanish -Recognise the names of classroom objects -Recognise the colours in Spanish when spoken -Recognise animals -Recognise the numbers 0-12 when spoken 	<ul style="list-style-type: none"> -Recognize the days of the week and months -when spoken -Recognise the numbers 1 – 31 when spoken -Recognise the sports vocabulary when spoken -Recognise words for free time when spoken -Understand simple opinion phrases -Understand a weather and a season -State an opinion with help 	<ul style="list-style-type: none"> -Recognise drinks and snacks vocabulary when spoken -Recognise some fruits -Name some common foods / drinks -Understand a simple food order -Recognise the numbers 30 –100 when spoken (in tens) -Recognise opinions of food -Name a traditional Spanish food
	Most	<ul style="list-style-type: none"> -Use me llamo.....tengo....años, Vivo en ... Soy inglés/a etc... -Say the classroom objects in Spanish -Say the numbers 0-15 in Spanish -Say the colours in Spanish -Say animals -Say the alphabet -Say some Spanish names -Fill in first name, surname on form 	<ul style="list-style-type: none"> -Say the days of the week, months, dates and birthdays -Respond to “¿Qué día es hoy?” -Say the numbers 1 – 31 in Spanish -Say which sports they like/dislike -Say the weather phrases and seasons -Say what they do in their free time -Give opinions of hobbies 	<ul style="list-style-type: none"> -Translate drinks and snacks without help -State some fruits -State what they eat / drink -Order a drink and a snack in a Spanish café using ‘por favor’ -Ask how much something costs -Say the numbers 30 – 100 (in tens) -Give an opinion about food -Express opinion about some Spanish foods
	Some	<ul style="list-style-type: none"> -Ask someone’s name, age, where they live -Ask how someone else is -Write the classroom objects in Spanish -Write the colours in Spanish -Write the animals in Spanish -Write the numbers 0-20 in Spanish -Exchange information in a role play (3 exchanges) 	<ul style="list-style-type: none"> -Say what sport / activity they do on a given day -State their favourite sport and explain why -Write the days of the week, months and dates with confidence -Write the numbers 1 – 31 in Spanish -Say what the weather is like today -Give a variety of free time activities and include reasons why they do this activity -Ask someone else about their free time 	<ul style="list-style-type: none"> -Read a more detailed menu -Order fruits at the market -Explain why they eat or drink something -Order a drink and a snack in a Spanish café using ‘por favor’ and ask how much something costs -Say the numbers 31 – 100 -Use a variety of opinions about food -Create a Spanish food menu including traditional Spanish dishes

Year 8 Spanish		Autumn A & B	Spring C & D	Summer E & F
Content		Mi familia y amigos: Pupils learn to talk about family, friends and pets and how to describe their personalities and physical appearance. They learn to talk about their home.	Mi insti: Pupils learn to talk about their school and express their opinions about it. They also learn some information about school in Spain.	Mi ciudad: Pupils learn to talk about where they live, their city London, and Barcelona. They will use present and (perhaps) a past tense.
Skills	All	-Recognise vocabulary about brothers and sisters -Understand and state out loud some family members -Name people in a family tree -Name and understand some simple adjectives to describe personality -Understand the word 'Soy' -Understand hair and eye colour -Say what colour their hair / eyes are -Understand simple questions about self -State where they live -Recognise rooms of the house	-Recognise school subjects -Say some school subjects in Spanish -Understand which day in school is somebody's favourite -Recognise a positive or negative opinion about school -Understand the phrase '¿Te gusta...?' -Say some facilities in school -Give a simple opinion using 'Es...' -Understand that school in Spain is different to England -Understand some food and drink	-Understand where somebody lives -Recognise and say some places in town -Recognise some adjectives in Spanish -Understand a positive and negative sentence about town -Understand places in London -Name some places in Barcelona -Find out a fact about a Spanish city
	Most	-State how many brothers and sisters they have -State if they are an only child -Say who is in their family and include some extended family members -Understand a family tree -Use some personality adjectives to describe self and a friend / pet -Use the words 'Soy' and 'Es' correctly -Understand hair style and hair/eye colour of self and friends -Respond to simple questions about self -Say where they live and what type of house -State what rooms are in their house	-Say what they study at school -Express a positive and negative opinion in Spanish and give a simple reason -State what their favourite day in school is -Respond to the question '¿Te gusta...?' -Use a full sentence to describe their school -Give an example of how school in Spain is different to England -State what they eat, drink or do at break / lunchtime	-State where they live -Name places that are / are not in their town -Understand a description about town -Express an opinion about a town (positive and negative) -State some places in London -State some places in Barcelona and use an adjective to describe them -Give facts about a Spanish city e.g. Se llama____, Es____, Hay____
	Some	-State how many brothers / sisters they have or don't have and give names -State if they have an older/younger sibling -Describe extended family, giving a name and age of a family member -Create a family tree -Use a variety of personality adjectives to describe self and others / pet and use correct adjectival agreement -Use the verb 'Ser' correctly to describe others -Describe friend's hair and eye using the verb 'Tener' correctly -Exchange information about self (3 exchanges) -Describe where they live using some adjectives -Describe rooms and use an adjective with a room	-Use key verbs correctly from memory when talking about their school subjects -Use a longer sentence by including connectives and justifications when expressing their opinions -Talk about their school timetable in more detail, by including days and expressions of time -Use the question '¿Te gusta...?' to find out what somebody else likes studying -Create a longer description about school facilities and include adjectives with nouns -Compare their own school to one in Spain -Use key verbs correctly from memory when talking about what they eat / drink / do at break / lunchtime	-Say where they live and exactly where it is located e.g. en el sureste de Inglaterra -Describe what places are in town using the phrase 'En mi ciudad hay...' -Create a longer description about city using adjectives and an opinion -Use a positive and negative opinion and reason to talk about town -Describe London using specific places in London and adjectives -Describe Barcelona using the verbs 'hay/no hay..' and 'tiene / no tiene...' -Describe a Spanish city using key sentence starters and verbs correctly to create a longer description-Include a past tense phrase (Era...) to say what their town used to be like...

Year 9 Spanish		Autumn A & B	Spring C & D	Summer E & F
Content		Todo sobre mi vida Pupils learn to talk about their daily life and free time activities. They will use present tense and become more familiar with some past tense phrases.	¿Qué hacemos? Pupils learn to talk about making plans, going out, what to wear and going to sporting events	Mis vacaciones: Pupils learn to talk about holiday destinations, transport and holiday activities. They use present and past tense phrases. They become familiar with a future tense.
Skills	All	- Say what they use their phone for - Say some present tense verbs out loud - Name some types of music - Say what music they like / dislike - Recognise TV programmes and say them out loud - Understand some past tense free time activity phrases - Say what they did yesterday - Understand a past tense opinion phrase	- Recognise an invite to go out - Say meeting places out loud - Recognise a simple time - Recognise a positive / negative reaction - Recognise an exclamation - Say some items of clothing out loud - Recognise clothes words for a fancy-dress outfit - Say some sports events out loud	- Recognise some countries in Spanish - Understand who they go with (family/friend) - Recognise transport vocabulary in Spanish - Say where they are going on holiday (which country) - Recognise and understand some holiday activities - Understand where somebody would like to go - Recognise where somebody went to last year - Understand some simple past tense holiday phrases
	Most	- Understand why someone else uses their phone - Understand most present tense verbs used - State types of music - Understand music likes / dislikes and a simple opinion about music - Talk about TV programmes (likes and dislikes) - State 3 things they did yesterday and 1 thing they didn't (past tense) - Use a past tense opinion phrase	- Understand an invite to go out - understand meeting places - understand a time - Give a positive / negative reaction - Give an exclamation as a response - Say what they are going to wear using clothes vocabulary - Say what you are going to wear for a fancy-dress outfit - Understand some sports events	- Say some countries in Spanish - Say how they are going to get there (transport) - Say who they go with (family/friend) - Say where they go (seaside/mountain/town + country) - Say what holiday activities they normally do / don't do - State where they would like to go - State where they went to last year - Give some examples of what they did during holiday last year
	Some	- Explain why they use their phone using a simple reason - Use more than 3 present tense verbs (1 st person) correctly - Use 'Prefiero...' when talking about music - Use a variety of opinions when talking about music and include a reason - Use a comparative to talk about TV programmes (es más...que) - Use preterite tense to describe in more detail what you did yesterday (past tense) and include a past tense opinion and reason	- Create their own invite to go out - Ask 'where/when' to meet - Use times correctly - Use a variety of reactions - Use a variety of exclamations - Describe what they are going to wear using clothes vocabulary and adjectives - Describe their fancy-dress outfit in more detail - Say what sports events they are going to go to and why	- State which country they prefer - Use the verb 'ir' correctly to say where exactly they go to, who with and how - Use the past tense to say where they went last year - Use a variety of present tense holiday activities and include an opinion - Use the phrase 'Me gustaría ir + INF' correctly to describe where they would like to, how, and who with - Describe where you went last year giving 3 details (Fui a...Fui con...Fui en...) - Use past tense correctly to describe what they did during their holidays and include a past tense opinion

Year 10 Spanish		Autumn A & B	Spring C & D	Summer E & F
Content		Mi gente y mis intereses: Pupils learn to talk about socialising and their interests.	Ciudades: Pupils learn to talk about their town / region. They learn how to shop for items in a town.	De costumbre: Pupils learn to talk about their culture and Spanish culture.
Skills	All	<ul style="list-style-type: none"> -Recognise family members and understand a description -Understand what applications other people use -Understand what somebody is doing (present continuous tense) -Understand simple question asking you to go out -Understand different types of books -Understand who gets on well / badly with someone 	<ul style="list-style-type: none"> -Say where they live -Recognise and say the names of the rooms in the house -Recognise and state places in town -Understand simple facts / features of a region -Understand a simple piece of tourist information -Understand what they can do in a town -Recognise familiar weather expressions -Recognise if a phrase is positive or negative about a town -Understand some shops and souvenir vocabulary -State 3 things about their ideal city 	<ul style="list-style-type: none"> -Understand some daily routine phrases -Understand what someone else at mealtimes -Name some typical Spanish foods -Understand some quantities -Say what you would like to eat in a restaurant -Understand key facts about a festival -Understand some facts about a special day -Understand some facts and opinions about music festivals
	Most	<ul style="list-style-type: none"> -Understand a description about others and identify details (adjectives) - Say what applications they use / don't use and state what another person uses - State what they are doing by using the correct form of estar -Respond to simple invite -State what they like / dislike reading -State who they get on well / badly with and understand a simple reason why 	<ul style="list-style-type: none"> -State where exactly they live and where your home is located -Describe their home -Describe their town / city / region using a variety of nouns (features) / adjectives -Ask for some information and understand the response -State what they can / can't do in a town -Describe the weather in other places -Understand good/bad thing about a town -Use a negative phrase when referring to town / city -Name shops and something they can buy there -Understand key phrases to shop for souvenirs -Use a different tense to describe their ideal city 	<ul style="list-style-type: none"> -State what they do / don't do for their daily routine -State what they eat / drink at mealtimes using 2 or more verbs -Categorize typical Spanish foods -Give different a quantity when speaking -Understand questions from a waiter and respond appropriately with food order -Give facts about a festival of their choice -Describe a special day of their choice -Describe a music festival of their choice
	Some	<ul style="list-style-type: none"> -Describe other family members and use adjectives and intensifiers to add detail -Describe what applications they use / don't use and extend answers to say what they use applications for - Use more than 3 verbs to say what they are doing using the correct form of estar and state what someone else is doing -Understand extra questions in a dialogue and give an appropriate response -Justify why they like reading / dislike reading -Give more detailed description of a relationship by using some adjectives and adverbs of time -Work from memory 	<ul style="list-style-type: none"> -Describe where they live using 'Vivo', 'Es' and 'está' correctly -Describe where they live using some adjectives (include past tense phrase) -Describe rooms and use an adjective with a room -Describe features of a town / region using longer phrases / more complex language adapting key language by manipulating known structures -State a good/bad thing about a town using 'Lo bueno/malo...' -State shops in a given town and where they are -Ask for souvenirs in a shop and understand key language -Create a description of ideal city which includes at least 2 tenses -Create descriptions working mostly from memory or with minimal prompting 	<ul style="list-style-type: none"> -Describe their daily routine and use time expressions and sequencing words -Describe in detail what they eat at mealtimes including times, places and opinions -Describe their favourite typical dish including adjectives, opinions and reasons -Use a variety of quantities for food / drink -Participate in a longer exchange when ordering food at the restaurant and use set role play phrases confidently -Compare 2 festivals using a comparative phrase -Use a past tense and present tense to describe a special day of their choice -Use past tense phrases to describe music festival that they have been to

Year 11 Spanish		Autumn A & B	Spring C & D	Summer E & F
Content		Mi vida en el insti: Pupils learn to talk about school. They will use present tense and perhaps a mixture of past and future tense phrases.	A currar: Pupils learn to talk about work and their future. They will use present tense and perhaps a mixture of past and future tense phrases.	Haciendo el mundo mejor: Pupils learn to talk about the environment. Prepare for their GCSE examinations / AQA UAS portfolio of work.
Skills	All	-Recognise and say school subjects in Spanish -Recognise subjects on a timetable -Name some places in school -Name some facts about school in Spain -Recognise and understand some simple school rules -Understand some clothes to name items of uniform -Understand a description of a teacher -Understand club activities -Understand details for a future school trip	-Recognise and understand jobs -Understand ways to earn money (part time jobs) -Say a job they would like to do in the future -Recognise and understand key words relating to work experience -Understand future plans -Understand languages -Understand gap-year activities	-Recognise world problems -Recognise and state some environmental vocabulary -Understand and state some solutions -Understand and talk simply about recycling and volunteering -Express basic opinions with support -Understand a simple description of a photo -Respond to simple questions on known topics with a few words -Give a short presentation with support -Take part in a basic role play with support
	Most	-Say what subjects they do at school -Give opinions about school subjects -Understand a timetable and state what subject they have on a given day -Describe school using set phrases -State some school rules -State what they wear for school -Describe a teacher -Express club preferences -State activities for a future school trip	-State preferred jobs and jobs of family members -State how you earn money -State why you would like to do a certain job in the future -Express opinions and describe work experience -Express wishes for future jobs and plans later in life -Give opinions of languages with justification -State what they would like to do during gap-year	-Express a personal opinion about a problem and give a solution -Express opinions about the world and the environment -Describe how they recycle at home and school -State ways in which they can volunteer in the community -Express basic opinions from memory -Give a simple description of a photo -Respond to questions on known topics using full sentences -Give a short presentation using key structures correctly with minimal prompts -Take part in a basic role play from memory -Translate statements from English into Spanish and vice versa
	Some	-Use positive and negative opinions to discuss school subjects and justify them with a simple reason -Give details about their timetable stating when they have a subject -Give information about school start and finish times -Describe school using set phrases, adjectives and perhaps a past tense phrases (Había....) -Describe school uniform using adjectives -Describe a male and female teacher using correct adjectival agreement and intensifiers -Describe a club at school giving 3 details and an opinion -Create a plan for a future school trip -Work from memory	-Associate jobs with place of work -State jobs and what they would like to or not like work as in future -Give extra explanation about a future career choice -Use a variety of past tense phrases to describe work experience and express past tense opinions -Discuss their future plans for later in life -Express which languages they wish to study and why -Describe gap-year plans using more complex language and a wider vocabulary and two / three tenses -Work from memory	-Do all of the above but using longer more complex language and a wider range of vocabulary -Be able to do the above in writing with accuracy from memory -Express a more complex opinion -Create a more detailed description of a photo -Respond to a variety of questions on known topics with a longer answer -Give a short presentation using key structures correctly from memory -Take part in a higher-level role plays -Translate a longer passage from English into Spanish and vice versa -Work from memory