

## CURRICULUM SUMMARY - Spanish

### YEAR 7: Claro 1 (units 1-3) Oxford press

This course provides a structured and comprehensive approach to learning Spanish at KS3, ensuring students build a solid foundation in the language and an appreciation for the cultures of Spanish-speaking countries.

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p><b>Introduction to Spanish:</b></p> <ul style="list-style-type: none"> <li>• Getting to know the Spanish speaking countries of the world</li> <li>• Greetings and introductions</li> <li>• Numbers 1-31</li> <li>• Days of the week and dates</li> <li>• Classroom instructions and items</li> <li>• Colours</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Word order</li> <li>• Verb endings</li> <li>• Introducing the verb Tener</li> <li>• Question words</li> <li>• Giving basic opinions</li> <li>• Understanding masculine, feminine and plural nouns</li> <li>• Pronunciation</li> </ul>	<p><b>CONTENT</b></p> <p><b>My Bubble:</b></p> <ul style="list-style-type: none"> <li>• Talking about yourself</li> <li>• Counting up to 100</li> <li>• Family and pets</li> <li>• Colours</li> <li>• Descriptions (physical and personality)</li> <li>• Christmas and traditions in Spain</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Forming numbers 20-100</li> <li>• Using possessive adjectives</li> <li>• Using the verb Tener in the present tense</li> <li>• Using the verb Ser in the present tense</li> <li>• Using important adverbs of frequency</li> </ul>	<p><b>CONTENT</b></p> <p><b>My Hobbies:</b></p> <ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Hobbies and sports</li> <li>• Expressing likes and dislikes</li> <li>• Weather expressions</li> <li>• Famous Spanish speaking musicians</li> <li>• Sport stars</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using the regular present tense</li> <li>• Using the verbs Jugar (+porque) and Hacer</li> <li>• Using if and when constructions</li> <li>• Using Que to make longer sentences</li> </ul>

### ASSESSMENTS

Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all 4 language skills within the term. Reading, Listening, Speaking and Writing. The assessed projects focus on developing writing and speaking skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively. Meanwhile the small end of unit tests will be used to assess listening and reading. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in Spanish.

In class students will be given small quizzes to ensure that they keep on top of their learning and revision.

#### **HOW PARENTS CAN SUPPORT LEARNING**

- Encourage and aid students to access to access and use Claro 2 on Kerboodle and GoogleClassroom, which will allow students all lessons taught throughout the year and additional Listening, Reading, Grammar and Vocabulary tasks. Homework will be set on this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it.
- Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.
- Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle.

**YEAR 8: Claro 1 (Units 4-6) Oxford Press**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p><b>My Home:</b></p> <ul style="list-style-type: none"> <li>• Talking about the area where you live</li> <li>• Describing types of houses</li> <li>• Describing rooms in the house</li> <li>• Describing your dream home</li> <li>• Classroom instructions and items</li> <li>• Household choruses</li> <li>• The Canary Island</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using <i>es</i> and <i>está</i></li> <li>• The verb <i>vivir</i> in the present tense</li> <li>• Using the definite article</li> <li>• Prepositions of place with <i>estar</i></li> <li>• Basic conditional expressions</li> </ul>	<p><b>CONTENT</b></p> <p><b>My City:</b></p> <ul style="list-style-type: none"> <li>• Describing your town or city</li> <li>• Places in town</li> <li>• Giving directions</li> <li>• Making plans for the weekend</li> <li>• Describing how areas have changes over time</li> <li>• The city Bilbao</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using <i>hay</i> with singular and plural nouns</li> <li>• Using <i>ir</i> in the present tense</li> <li>• Using imperative</li> <li>• Forming a near future</li> <li>• Using the comparatives <i>tan</i> and <i>tan ... como</i></li> <li>• Imperfect tense</li> </ul>	<p><b>CONTENT</b></p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Describing your timetable</li> <li>• Opinions about school subjects</li> <li>• Describing your school environment</li> <li>• Talking about extracurricular activities</li> <li>• Discussing future plans</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using the verb <i>estudiar</i></li> <li>• Using exclamations with <i>¡qué!</i></li> <li>• Using imperative</li> <li>• Telling the time</li> <li>• Using <i>antes de</i> and <i>después de</i></li> <li>• Using future expressions</li> </ul>
<p><b>ASSESSMENTS</b></p> <p>Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all 4 language skills within the term. Reading, Listening, Speaking and Writing. The assessed projects focus on developing writing and speaking skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively. Meanwhile the small end of unit tests will be used to assess listening and reading. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in Spanish.</p> <p>In class students will be given small quizzes to ensure that they keep on top of their learning and revision.</p>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage and aid students to access to access and use Claro 1 on Kerboodle and GoogleClassroom, which will allow students all lessons taught throughout the year and additional Listening, Reading, Grammar and Vocabulary tasks. Homework will be set on this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it.</li> <li>• Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.</li> <li>• Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle.</li> </ul>		

**YEAR 9 – Claro 2 Oxford Press**

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy lifestyles, a cross curriculum subject of PSHE</li> <li>• Revision of complex Grammar: object pronouns and imperatives.</li> <li>• Holiday descriptions: using complex past structures.</li> </ul> <p>Focus on consolidation through relevant and engaging topics as students have missed key language and skills because of lockdown.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Technology and future plans</li> <li>• Extension and consolidation of clothes, shopping and descriptions.</li> <li>• Use of all three tenses: present, past and future.</li> </ul> <p>Consolidation of expressing points of views and using these in the context of commonly used language which can be used in real life situations.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Routine and global issues.</li> <li>• Traditions and cultures.</li> <li>• Grammar: Reflexive verbs. Direct and indirect pronouns.</li> </ul> <p>Consolidation of reflexive verbs which is a difficult grammar point to tackle. Tradition and cultures is an integral part of the GCSE syllabus. By introducing those topics in year 9, they will feel more prepared in year 10 at the beginning of the GCSE course.</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Students will have one assessed piece of work every half term. This might be in class or homework which is differentiated and has a clear mark scheme.</li> <li>• Regular vocabulary, translation and writing mini assessments in class will be used to track progress.</li> <li>• End of Module Tests will alternate between the different skills listening, writing, reading and speaking. The assessments are designed to cover all four skills and translation.</li> <li>• Tasks differ in technique and the tests will help students develop a better understanding of their knowledge and how to improve their language learning.</li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage and aid students to access and use Claro 2 on Kerboodle and GoogleClassroom. Students will be able to access the online textbook and can download the vocabulary lists for each module.</li> <li>• vocabulary revision. Quizzlet, Memrise, languagesonline, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge.</li> <li>• Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.</li> <li>• Subscribe to a Spanish Learning YouTube channel. In class I use Senor Jordan who uses songs to help students remember important grammar rules.</li> </ul>		

YEAR 10 – Pearson Edexcel

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p><b>Theme: Media and technology, My personal world</b></p> <p><b>Module 1: Having Fun! Culture zone: The Spanish-speaking world.</b></p> <p><b>Unit 1: <u>my online life.</u></b> Talking about online activities and habits, discussing pros and cons of online time (present tense &amp; regular verbs such as usar, leer, subir &amp; irregular verbs such as hacer and ver).</p> <p><b>Unit 2: <u>We enjoy it to the fullest.</u></b> Describing free time activities for staying active. Using the present tense, opinions + infinitives.</p> <p><b>Unit 3: <u>Get together.</u></b> Arranging to go out. Discussing preferences for watching movies and videos. Using the near future.</p> <p><b>Unit 4: <u>Last weekend.</u></b> Discuss past weekend activities, descriptions of recent events using the preterite tense.</p> <p><b>Unit 5: <u>A terrible day?</u></b> Talking about days that went wrong problems and mishaps, expressing emotions expressing emotions.</p> <p><b>Theme: Travel and tourism</b></p> <p><b>Module 2: Trips. Culture zone: Discover Andalusia!</b></p> <p><b>Unit 1: <u>On Route.</u></b> Talking about travel plan, transportation, directions (using comparatives, Se puede(n)+ infinitive).</p> <p><b>Unit 2: <u>Culture in the street.</u></b> Talking about festivals in the Spanish-speaking world. (irregular superlatives, if clauses)</p> <p><b>Unit 3: <u>My last vacation.</u></b> Talking about your activities in the recent holiday (acabar de + infinitive).</p> <p><b>Unit 4: <u>Accommodation.</u></b> Describing where you are staying using the imperfect tense, giving opinions).</p> <p><b>Unit 5: <u>Latin America.</u></b> Talking about holidays using different tenses.</p>	<p><b>CONTENT</b></p> <p><b>Theme: Media and technology, My personal world</b></p> <p><b>Module 3: My people, My world. Culture zone: No two families are the same!</b></p> <p><b>Unit 1: <u>These are my people.</u></b> Describing people and relationships (ser for physical and estar for location).</p> <p><b>Unit 2: <u>Who do you follow?</u></b> Talking about Influencers, social media figures. Opinions + personal a.</p> <p><b>Unit 3: <u>Friends forever!</u></b> Talking about friendship, qualities of a good friend and relationships using reflexive verbs.</p> <p><b>Unit 4: <u>This is me.</u></b> Talking about identity and what matters to you using para+ infinitive.</p> <p><b>Unit 5: <u>What to do when help needed?</u></b> Talking about problems and giving advice.</p> <p><b>Theme: Lifestyle and wellbeing</b></p> <p><b>Module 4: My lifestyle. Culture zone: Discover food of different Spanish-speaking countries.</b></p> <p><b>Unit 1: <u>Healthy routines and habits.</u></b> Describing healthy daily routines (using indefinite adjectives, tener + noun).</p> <p><b>Unit 2: <u>We are what we eat.</u></b> Talking about mealtimes and food trends, diet and nutrition.</p> <p><b>Unit 3: <u>My last vacation.</u></b> Talking about your activities in the recent holiday (acabar de + infinitive).</p> <p><b>Unit 4: <u>Accommodation.</u></b> Describing where you are staying using the imperfect tense, giving opinions).</p> <p><b>Unit 5: <u>Healthy mind and body.</u></b> Mental health, well-being future plans.</p>	<p><b>CONTENT</b></p> <p><b>Theme: Studying and my future</b></p> <p><b>Module 5: In class. Culture zone: School life in Spain.</b></p> <p><b>Unit 1: <u>A school day.</u></b> School routines, subjects, timetable.</p> <p><b>Unit 2: <u>Your studies.</u></b> Talking about academic performance, study habits.</p> <p><b>Unit 3: <u>Would you change your school?</u></b> Talking about school facilities and suggestions for improvement (conditional tense).</p> <p><b>Unit 4: <u>Staff and pupils.</u></b> Talking about students and teachers at school.</p> <p><b>Unit 5: <u>End of year trip.</u></b> Talking about past school trips, planning and experiences.</p> <p><b>Theme: My neighbourhood</b></p> <p><b>Module 6: My neighbourhood. Culture zone: Discover Colombia.</b></p> <p><b>Unit 1: <u>A smart city.</u></b> Describing cities + directions (perfect tense).</p> <p><b>Unit 2: <u>Now and before.</u></b> Talking about changes over time, urban transformation</p> <p><b>Unit 3: <u>Shopping.</u></b> Describing shopping preference.</p> <p><b>Unit 4: <u>Where do you prefer to live?</u></b> Describing neighbourhoods, preferences, and living conditions.</p> <p><b>Unit 5: <u>Students' exchange.</u></b> Cultural experience.</p>

## ASSESSMENTS

- Students will have one assessed piece of work every half term. This might be in class or homework which is differentiated and has a clear mark scheme.
- Regular vocabulary, translation and writing mini assessments in class will be used to track progress.
- End of Module Tests will alternate between the different skills listening, writing, reading and speaking. The assessments are designed to cover all four skills and translation.
- Foundation and Higher tasks differ in technique and the tests will help students develop a better understanding of how tasks are set and the expectations from examiners.
- Careful review of mark schemes and reject notes during feedback to ensure students set SMART targets for progress.

## HOW PARENTS CAN SUPPORT LEARNING

- Encourage and aid students to access and use ActiveHub by Pearson even when they haven't been set work on it. Students will be able to download the vocabulary lists for each module. Homework will be set using this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it.
- Encourage students to use the new platform: thisislanguage where students can improve all skills and they can listen to native Spanish teenagers talking about GCSE topics.
- The students can access the Edexcel GCSE textbook Materials on ActiveHub, Pearson. This is the resource we use for extension and students can access it for revision or additional practice. It also has a foundation and higher interactive exercises which are ideal for grammar and vocabulary revision. Tasks will be set on this platform and it is important that students pay attention to the logins they are given at the start of the year. Help your child keep these safe.  
Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle.
- Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.
- Subscribe to a Spanish Learning YouTube channel. In class I use Senor Jordan who uses songs to help students remember important grammar rules.

**YEAR 11 - AQA 8698**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Theme 3: Current and Future Study and employment</li> <li>• Module 7 Viva / Topic: Education post 16 and jobs</li> </ul> <p>Review of all the tenses and focus on the conditional. Using soler + imperfect. Using alternative connectives. Verbs saber and conocer. Review indirect object pronouns. Introducing the subjunctive with cuando.</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Theme 2: Local, National, International, Global areas of interest</li> <li>• Module 8 Viva / Topic Social Issues &amp; Global issues</li> </ul> <p>Introduce the subjunctive as a command and the pluperfect tense, when they are used and how. Reviewing the tenses and extended sentences.</p>	<p><b>CONTENT</b></p> <p>Revision of all themes and topics + preparation for Public Speaking exams</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Students will have one assessed piece of work every half term. This might be in class or homework which is differentiated and has a clear mark scheme.</li> <li>• Regular vocabulary, translation and writing mini assessments in class will be used to track progress.</li> <li>• End of Module Tests will alternate between the different skills listening, writing. reading and speaking. The assessments are designed to cover all four skills and translation.</li> <li>• Foundation and Higher tasks differ in technique and the tests will help students develop a better understanding of how tasks are set and the expectations from examiners.</li> <li>• Careful review of mark schemes and reject notes during feedback to ensure students set SMART targets for progress.</li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage and aid students to access and use AQA Viva ActiveLearn (Pearson) even when they haven't been set work on it. Students will be able to access the online and can download the vocabulary lists for each module. Homework will be set using this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it.</li> <li>• The students can access the Oxford University Press AQA GCSE on ActiveLearn (Pearson). This is the resource we use for extension and students can access it for revision or additional practice. It also has a foundation and higher materials and interactive exercises which are ideal for grammar and vocabulary revision. Tasks will be set on this platform and it is important that students pay attention to the logins they are given at the start of the year. Help your child keep these safe.</li> <li>• Encourage students to use the new platform: thislanguage where students can improve all skills and they can listen to native Spanish teenagers talking about GCSE topics. Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle.</li> <li>• Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.</li> <li>• Subscribe to a Spanish Learning YouTube channel. In class I use Senior Jordan who uses songs to help students remember important grammar rules.</li> </ul>		

**YEAR 12 - AQA 7692**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <b>Aspects of Hispanic Society: current trends: Traditional and modern values. Discussing how the family unit has changed, the role of women and how Spanish speaking countries have adapted.</b></p> <p>Revision of the past tenses taught at GCSE.</p> <p><b>Artistic Culture in the Hispanic world: the impact of popular culture and modern day role models. Singers, actors and celebrities. Discussing the values and influence upon young people.</b></p> <p>Object pronouns and passive voice.</p>	<p><b>CONTENT</b>  <b>Aspects of Hispanic Society: current trends: cyberspace. The use and impact of technology on our everyday life. Understanding the relation between socio-economic factors and access to the internet.</b></p> <p>Revision of superlative and the present tenses taught at GCSE.</p> <p><b>Artistic Culture in the Hispanic world: regional identity in Spain. Understanding the diversity in Spain as well as the strong links between food, dance and festivals to how people view themselves and others.</b></p> <p>Subjunctive tense.</p> <p><b>Introduction to the Film and book. Each year the selection changes according to the tastes of the students. The exam board provides a list and the choices are limited to those which are appropriate for Hasmonean.</b></p>	<p><b>CONTENT</b>  <b>Aspects of Hispanic Society: current trends: equality of the sexes. The role of women and men in Hispanic society and the factors that have influenced current changes and movements.</b></p> <p>Teaching compound tenses in past and future.</p> <p><b>Artistic Culture in the Hispanic world: Cultural heritage. An understanding of historic factors in architecture and art and how these are reflected in both Spanish and South American culture.</b></p> <p>Subjunctive, adjectives and imperatives.</p> <p><b>Introduction to the Independent research project for the speaking examination. This is a project chosen by the students themselves which investigates an event, cultural aspect, film, political movement or controversy affecting the Hispanic world.</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Half termly assessed work in class or set as homework which practises the taught material with questions and skills based on examination skills.</li> <li>• Assessments will focus on translations, reading comprehension and essay writing.</li> <li>• Listening assessments based on topics being taught. Students should have earphones so they can work from individual listening devices (this is how the exam is conducted).</li> <li>• Writing summaries of a passage that follows a strict format. These comprise read and listened to passages.</li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Use the online resource on Boost, Hodder Education. Here you can find the textbook with the audio available to practice at home.</li> <li>• Quizzlet, Memrise, Seneca Learning have vocabulary lists for the AQA examination which can be used to practice key words.</li> <li>• Find a television program, film or YouTube channel in Spanish that you can enjoy. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.</li> <li>• Encourage students to review notes for 10 – 15 minutes the day before their next lesson to make sure that material is fresh.</li> </ul>		



**YEAR 13 – AQA 7692**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT:</b></p> <p><b>Multiculturalism in Hispanic society: immigration. The challenges of integration of different cultures and religions and understanding others. Political and social approaches to immigration.</b></p> <p>Consolidation of tenses.</p> <p><b>Aspects of political life in the Hispanic world: youth of today, citizens of tomorrow. The challenges faced by young people today in the Hispanic world including the effects of the global recession and globalisation.</b></p> <p>Consolidation of subjunctive and imperatives.</p>	<p><b>CONTENT:</b></p> <p><b>Multiculturalism in Hispanic society: racism and cohabitation. Discussing and evaluating the racism that exists between Hispanic communities. How institutional racism and historical stereotypes affect social progress.</b></p> <p>Consolidation of tenses, pronouns and adverbs.</p> <p><b>Aspects of political life in the Hispanic world: Monarchy and dictatorship &amp; Popular movements. New political movements which address the concerns of young people in South America and Spain. Understanding the historical context of modern political problems</b></p> <p>Consolidation of tenses, using them together and passive tense. If clauses + compound subjunctive.</p>	<p><b>CONTENT</b></p> <p>Revision</p> <p>Speaking examination</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Half termly assessed work in class or set as homework which practises the taught material with questions and skills based on examination skills.</li> <li>• Use the online resource on Boost, Hodder Education. Here you can find the textbook with the audio available to practice at home.</li> <li>• Assessments will focus on translations, reading comprehension and essay writing.</li> <li>• Listening assessments based on topics being taught. Students should have earphones so they can work from individual listening devices (this is how the exam is conducted).</li> <li>• Writing summaries of a passage that follows a strict format. These comprise read and listened to passages.</li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Use the online resource on Boost, Hodder Education. Here you can find the textbook with the audio available to practice at home.</li> <li>• Quizzlet, Memrise, Seneca Learning have vocabulary lists for the AQA examination which can be used to practice key words.</li> <li>• Find a television program, film or YouTube channel in Spanish that you can enjoy. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish.</li> <li>• Encourage students to review notes for 10 – 15 minutes the day before their next lesson to make sure that material is fresh.</li> </ul>		