

KS3 Long term Overview Subject : Y8 Spanish

Assessment: Ongoing formative assessment: DIRT feedback at least once every half-term; Vocab test once every 3 weeks; regular Listening, Speaking, Reading and Writing practice.

Summative assessment: 2 skills out of 4 at the end of each Module

Changes after lockdown: Y8 students missed out on part of the vocabulary and the grammar at the end of Y7 but the work set online during lockdown covered it. If students did not do the online work set, it will be covered again the next year and/ or at GCSE, so it is not an issue. Students have access to Teams where all the MFL homework tasks are assigned using the links to Active Learn and regular vocabulary tests should take place. A vast majority of them are very good at using Teams and Active Learn now. It should enable students to deepen their knowledge and understanding of the subject.

Autumn term 1 - Viva 2 Module 1 MiS vacaciones Unit 1 – 5

Links to GCSE Theme 2

Unit Overview:

Talking about a past holiday; Using the preterite of *ir*; Saying what you did on holiday; Using the preterite of regular -ar verbs; Describing the last day on holiday; Using the preterite of -er and -ir verbs; Saying what your holiday was like; Using the preterite of *ser*; Giving a presentation about your holiday ; Making your sentences interesting; Using the present and the preterite together ; Describing an amazing holiday

W	<i>iViva!</i> 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
<i>iViva!</i> 2 Módulo 1 : Mis vacaciones (GCSE theme : Local, national, international and global areas of interest)					
1	<p><i>Unidad 1</i> pp. 8–9 <i>De vacaciones</i></p> <p>(The Module 1 Opener pp. 6-7 could be used as a starter)</p> <p>Front-of-class p.008 Flashcards</p>	<p>Talking about a past holiday</p> <p>Using the preterite of <i>ir</i></p>	<p>preterite of <i>ir</i> (full paradigm)</p>	<p><i>¿Adónde fuiste de vacaciones?</i> <i>el año pasado / el verano pasado</i> <i>Fui a...</i> <i>Escocia, España, Francia</i> <i>¿Con quién fuiste?</i> <i>Fui con...</i> <i>mi clase, mi familia, mis padres</i> <i>¿Cómo fuiste?</i></p>	<p>Listening and responding Listen to dialogues about holidays Match audio to photos Discern whether opinions on holidays are positive or negative</p> <p>Speaking Play a guessing game in pairs</p> <p>Reading and responding Read four short texts describing holidays, and match the pictures to the details in each text Translate a text about holidays into English</p> <p>Writing</p>

	p.008 Class game p.009 Thinking skills worksheet			<i>Fui/Fuimos en... autocar, avión, barco, coche</i>	Invent an interview with a celebrity about a summer holiday
2	Unidad 2 pp. 10–11 <i>¿Qué hiciste?</i> Front-of-class Starter 2 resource p.010 Flashcards p.010 Grammar presentation p.010 Grammar practice p.010 Video + Video worksheet p.011 Class game	Saying what you did on holiday Using the preterite of regular <i>-ar</i> verbs VOCAB TEST TO BE DONE WEEK 4	preterite of regular <i>-ar</i> verbs (full paradigm) preterite of <i>sacar</i> : spelling change <i>saqué</i> preterite + <i>no</i>	<i>¿Qué hiciste en tus vacaciones de verano? Bailé. Compré una camiseta. Descansé en la playa. Mandé SMS. Monté en bicicleta. Nadé en el mar. Saqué fotos. Tomé el sol. Visité monumentos. el primer día luego más tarde después</i>	Listening and responding Listen to dialogues about holiday activities and check answers to a previous exercise Listen to and understand two descriptions of what people did and didn't do on holiday Speaking Practise speaking about activities with a noughts and crosses game Ask and answer the question <i>¿Qué hiciste en tus vacaciones de verano?</i> Reading and responding Match a list of sentences about holiday activities to the corresponding photos Read two texts in which contrasting characters describe what they did on holiday Writing Write a description of holiday activities
3	Unidad 3 pp. 12–13 <i>El último día</i> Front-of-class Starter 1 resource p.012 Flashcards p.012 Grammar presentation	Describing the last day on holiday Using the preterite of <i>-er</i> and <i>-ir</i> verbs	preterite of regular <i>-er</i> and <i>-ir</i> verbs (full paradigm) preterite of <i>ver</i> : <i>vi</i>	<i>El último día de tus vacaciones, ¿qué hiciste? Bebí una limonada. Comí paella. Conocí a un chico guapo. Escribí SMS. Salí con mi hermana. Vi un castillo interesante. por la mañana por la tarde</i>	Listening and responding Listen to descriptions of the last day of holidays Match descriptions to photos/pictures Speaking Play a memory game on the lines of 'I went to market...' Reading and responding Translate decoded mirror sentences into English Read and understand texts where fictional characters describe the last day of their holidays Writing

	p.012 Grammar practice p.013 Grammar worksheet				Decode sentences in mirror writing Translate sentences into Spanish
4	<i>Unidad 4</i> pp. 14–15 <i>¿Cómo te fue?</i> Front-of-class p.014 Flashcards 1 p.014 Flashcards 2 p.014 Grammar presentation p.014 Video + Video worksheet p.014 Class game	Saying what your holiday was like Using the preterite of ser	preterite of <i>ser</i>	<i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido, flipante, genial, guay, horrible, horroroso</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos interesantes.</i> <i>comí algo malo y vomité.</i> <i>llovió.</i> <i>perdí mi pasaporte/mi móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i>	Listening and responding Listen to people describe how their holidays were Match descriptions to words/symbols/images Listen to and sing along with a song describing a holiday Speaking Create dialogues expressing positive and negative opinions Reading and responding Read and understand a series of 'tweets' Read and complete the gapped text of a song about a disastrous holiday Writing Write a song about a positive holiday experience
5	<i>Unidad 5</i> pp. 16–17 <i>El verano pasado</i> Front-of-class p.017 Extension worksheet	Giving a presentation about your holiday Making your sentences interesting	Nothing new	<i>No new key language.</i> <i>Pupils develop speaking skills using key language from the chapter</i>	Listening and responding Listen to an account of a holiday in Mexico Speaking Rehearse, deliver and give feedback on a presentation about summer holidays Reading and responding Read an account of a holiday in Mexico and match the text with photos Writing Use techniques from the skills feature to improve sentences Brainstorm ideas and prepare a mind map for a presentation about summer holidays
6	<i>Extension</i> pp. 18-19 <i>¡Vaya vacaciones!</i>	Using the present and the preterite together	distinguishing between present and preterite verb forms	Review of language from the Module	Listening and responding Listen to and understand extended dialogues about holidays Speaking Prepare two presentations about summer holidays Reading and responding

	Front-of-class p.017 Extension worksheet	Describing an amazing holiday	'we' form of <i>-ar</i> verbs in present/preterite		Read an extended text about summer holidays and identify the different verb tenses Answer questions about the texts in English Read stories written by other pupils and check the verbs Writing Create a story about an amazing holiday
7	Revision and Assessment NEXT WEEK ! Could use: Pupil Book pp. 20-21 <i>¡Resumen!</i> and <i>¡Prepárate!</i> , pp. 22-23 <i>¡Gramática!</i> , pp. 24-25 <i>¡Palabras!</i> , pp. 120-121 <i>¡Te toca a ti!</i> Assessment Pack End of Module 1 tests				
8	Assessments LISTENING and WRITING				

Autumn term 1 - Viva 2 Module 2 Todo sobre mi vida Unit 1 – 5

Links to GCSE Theme 1

Unit Overview:

Saying what you use your phone for; Revising the present tense; Saying what type of music you like; Giving a range of opinions; Talking about TV ; Using the comparative; Saying what you did yesterday; Using the present and the preterite; Understanding a TV guide; Tackling an authentic text; Learning about young peoples' lives; Using two tenses in the 'he/she' form

W	iViva! 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! 2 Módulo 2 : Todo sobre mi vida (GCSE theme: Identity and culture)					
9	<p><i>Unidad 1</i> pp. 30–31 <i>Mi vida, mi móvil</i></p> <p>(The Module 2 Opener pp. 28-29 could be used as a starter)</p> <p>Front-of-class p.030 Flashcards p.030 Grammar presentation p.031 Thinking skills worksheet</p>	<p>Saying what you use your phone for</p> <p>Revising the present tense</p>	<p>present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision)</p> <p>present tense of stem-changing verbs (revision)</p>	<p><i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días</i> <i>dos o tres veces a la semana</i> <i>a veces</i> <i>de vez en cuando</i> <i>nunca</i></p>	<p>Listening and responding Listen to a list of things people do on a mobile phone and check answers to exercise 1 Listen to and understand five people talk about how often they use their mobile Listen to a text about mobile and computer use</p> <p>Speaking Play a guessing game using frequency expressions Describe a photo and answer follow-up questions about their mobile use</p> <p>Reading and responding Match a list of sentences about mobile use to English translations Read and understand a short text about mobile and computer use</p>
10	<p><i>Unidad 2</i> pp. 32–33 <i>¿Qué tipo de música te gusta?</i></p> <p>Front-of-class p.032 Flashcards</p>	<p>Saying what type of music you like</p> <p>Giving a range of opinions</p>	<p><i>Me gusta + the definite article</i></p> <p>agreement of adjectives</p>	<p><i>¿Qué tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap, el R'n'B, el rock</i> <i>la música clásica</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i></p>	<p>Listening and responding Listen to teenagers answering the questions <i>¿Qué tipo de música (no) te gusta?</i> and <i>¿Qué tipo de música escuchas?</i> Listen to a short dialogue about a singer and complete the gapped text</p> <p>Speaking Carry out a survey of five people in the class to find out what music they like and dislike Create four dialogues about singers</p>

	p.032 Video + Video worksheet p.033 Learning skills worksheet			<i>Escucho la música de... Mi cantante/grupo favorito es... porque... es guay/horrible/tonto/a/triste En mi opinión,...</i>	Reading and responding Read four texts about singers/groups and find in the texts the Spanish equivalents of given English sentences and phrases Writing Complete sentences about music preferences Translate sentences into Spanish Write a short text about music preferences
11	<i>Unidad 3</i> pp. 34–35 <i>Me gustan las comedias</i> Front-of-class p.034 Flashcards p.034 Video + Video worksheet p.035 Grammar worksheet p.035 Grammar presentation p.035 Class game	Talking about TV Using the comparative VOCAB TEST NEXT WEEK	comparison of adjectives: <i>más... que...</i> agreement of indefinite article	<i>un concurso un documental un programa de deportes un programa de música un reality una comedia una serie policíaca una telenovela el telediario más... que... emocionante informativo/a interesante</i>	Listening and responding Listen to and understand a list of TV programme types Listen to people talk about what TV programmes they like, dislike and prefer Listen to two teenagers working through a questionnaire that features comparative adjectives Speaking Say what types of TV programme they like Say which of two types of TV programme they prefer and use the comparative to explain why Reading and responding Match photos of TV programmes to the corresponding programme type Read a multiple-choice questionnaire that features comparative adjectives Writing Translate sentences into Spanish Write a chatroom post giving their opinion on various types of TV programme
12	<i>Unidad 4</i> pp. 36–37 <i>¿Qué hiciste ayer?</i> Front-of-class p.036 Flashcards p.036 Grammar presentation p.037 Thinking skills worksheet	Saying what you did yesterday Using the present and the preterite VOCAB TEST THIS WEEK	preterite of <i>hacer</i> (full paradigm) using the present and the preterite together	<i>¿Qué hiciste ayer? Bailé en mi cuarto. Hablé por Skype con mi abuela. Hice gimnasia. Hice kárate. Hice los deberes. Jugué en línea con mis amigos/as. Vi una película.</i>	Listening and responding Listen to a dialogue in which a boy and girl answer the question <i>¿Qué hiciste ayer?</i> Listen to a song and fill the gapped transcript with given words Sing along with the song Speaking Create two dialogues involving time expressions Reading and responding Read two cartoon strips in which a boy and girl answer the question

	p.037 Grammar presentation p.037 Class game			<i>ayer</i> <i>por la mañana</i> <i>luego</i> <i>por la tarde</i> <i>un poco más tarde</i>	Find the Spanish equivalents of listed English sentences Read and understand a series of chatroom posts Writing Write a comic strip contrasting what they normally do with what happened yesterday – an unusual day
13	<i>Unidad 5</i> pp. 38–39 <i>Mi guía</i>	Understanding a TV guide Tackling an authentic text	Nothing new	<i>canal</i> <i>fecha</i>	Speaking Choose six TV programmes from a TV guide and discuss what types of programme they are Reading and responding Read and understand a TV guide Find the Spanish equivalents of listed English expressions Answer multiple choice questions about the TV guide Work out the meaning of unfamiliar words
14	<i>Extension/Revision</i> pp. 40-41 <i>Mi vida, tu vida</i> Front-of-class p.041 Grammar practice	Learning about young peoples' lives Using two tenses in the 'he/she' form	third person singular of present tense and preterite, regular / irregular verbs	No new key language. Pupils practise and consolidate key language from the chapter.	Listening and responding Listen to and understand extended texts in the third person about two teenagers living in Lima and Seville Listen to and understand a text about a young tennis player Speaking Prepare and deliver a presentation about a Spanish teenager Reading and responding Read extended texts in the third person about two teenagers living in Lima and Seville and find details to complete their profiles Translate sentences into English Writing Write a paragraph about a Spanish teenager
15	Assessments Reading and Speaking Could use: <ul style="list-style-type: none">- Pupil Book pp. 42-43 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 44-45 <i>iGramática!</i>, pp. 46-47 <i>iPalabras!</i>, pp. 122-123 <i>iTe toca a ti!</i>, with their corresponding digital resources.- Assessment Pack End of Module 2 tests				

Spring Term term 1 and 2 - Viva 2 Module 3 ¡A comer ! Unit 1 – 5					
Links to GCSE Theme 1 Unit Overview: Saying what food you like; Using a wider range of opinions; Describing mealtimes; Using negatives; Ordering a meal; Using usted / ustedes; Discussing what to buy for a party; Using the near future; Giving an account of a party; Using three tenses together					
W	iViva! 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! 2 Módulo 3 : ¡A comer! (GCSE theme: Identity and culture)					
16 17	<p><i>Unidad 1</i> pp. 52–53 <i>¿Qué te gusta comer?</i></p> <p>(The Module 3 Opener pp. 50–51 could be used as a starter)</p> <p>Front-of-class Starter 2 resource p.052 Flashcards</p>	<p>Saying what food you like</p> <p>Using a wider range of opinions</p>	<p><i>el agua</i> (feminine)</p> <p><i>Me gusta(n)</i> + definite article</p>	<p><i>¿Qué te gusta comer/beber?</i> <i>¿Qué no te gusta comer/beber?</i> <i>Prefiero...</i> <i>Odio...</i> <i>Me gusta(n) (mucho)...</i> <i>Me encanta(n)...</i> <i>No me gusta(n) (nada)...</i> <i>¡Qué asco!</i> <i>¡Qué rico!</i></p>	<p>Listening and responding Listen to people say what they like and don't like to eat and drink, and match audio to photos Listen to and understand four speakers answering the questions <i>¿Qué (no) te gusta comer o beber?</i></p> <p>Speaking Talk about liking and disliking certain foods Carry out a survey of food preferences</p> <p>Reading and responding Read texts in which animals describe what they like to eat, and match text to photos Translate texts into English</p> <p>Writing Write an imagined dialogue between two animals about food preferences</p>
18 19	<p><i>Unidad 2</i> pp. 54–55 <i>¿Qué desayunas?</i></p> <p>Front-of-class p.054 Flashcards p.054 Video + video worksheet</p>	<p>Describing mealtimes</p> <p>Using negatives</p> <p>VOCAB TEST to be done this week</p>	<p>negatives: <i>no, nunca, no... nada</i></p>	<p><i>¿Qué desayunas?</i> <i>Desayuno...</i> <i>café, cereales, churros</i> <i>No desayuno nada.</i> <i>¿Qué comes?</i> <i>Como...</i> <i>un bocadillo, paella</i> <i>¿Qué cenas?</i></p>	<p>Listening and responding Listen to and understand a list of food items Listen to and understand people discuss mealtimes and food preferences Use audio to fill gaps in a transcript</p> <p>Speaking Create a dialogue about what to eat and drink for each meal and when</p>

	p.054 Class game p.055 Extension worksheet p.055 Grammar presentation			<i>Ceno... pollo con ensalada No como.../Nunca como...</i>	Reading and responding Identify food and drink items from photos Read and understand texts describing different eating habits Writing Translate sentences into Spanish
20 21	<i>Unidad 3</i> pp. 56–57 <i>En el restaurante</i> Front-of-class Starter 1 resource p.056 Flashcards p.056 Grammar practice p.056 Class game p.057 Learning skills worksheet	Ordering a meal Using <i>usted / ustedes</i> ASSESSMENTS TO BE DONE WEEK 21 OR 22	familiar/polite 'you': <i>tú / usted / ustedes</i> using the present and the preterite together	<i>Buenos días. ¿Qué va a tomar (usted)? ¿Qué van a tomar (ustedes)? ¿Y de segundo? ¿Para beber? ¿Algo más? Tengo hambre. / Tengo sed. de primer/segundo plato de postre Voy a tomar... Nada más, gracias. La cuenta, por favor.</i>	Listening and responding Listen to and understand conversations in a restaurant Speaking Create dialogues based in a restaurant Reading and responding Read and understand conversations in a restaurant Read and understand forum posts about restaurant experiences Writing Write about an ideal meal
21	Assessments Listening and Writing				
22 23	<i>Unidad 4</i> pp. 58–59 <i>¿Qué vamos a comprar?</i> Front-of-class Starter 2 resource p.058 Grammar presentation p.058 Grammar practice p.058 Flashcards	Discussing what to buy for a party Using the near future	near future tense (full paradigm)	<i>día hora lugar ¿Qué vas a traer/comprar? Voy a traer... fajitas guacamole quesadillas Voy a comprar... una botella de... 200 gramos de... un kilo/medio kilo de... un paquete de...</i>	Listening and responding Listen to people discuss party preparations using the near future tense Match audio to pictures Follow two people's work through a multiple-choice questionnaire on the theme of Mexican food Listen to a photo description and identify the errors in the description Speaking Play a memory game focusing on ingredients brought to a party Describe a photo and answer follow-up questions about food

	p.058 Video + Video worksheet p.059 Thinking skills worksheet p.059 Class game			<i>aguacates, tortillas una cebolla una lechuga un pimiento verde/rojo</i>	Reading and responding Read and understand an invitation to a Mexican-themed party Writing Choose a theme for a party and write a creative invitation
24 25	<i>Unidad 5</i> pp. 60–61 <i>¡Fiesta!</i> Front-of-class Starter 1 resource p.060 Grammar presentation p.060 Grammar practice p.061 Class game <i>(Unit 6 Skills pp.62-63 / Extension pp. 64- 65 can be done if time allows)</i>	Giving an account of a party Using three tenses together	near future tense (full paradigm)	<i>normalmente/generalmente los fines de semana/los viernes el fin de semana/año/ viernes pasado el fin de semana/año que viene el próximo viernes</i>	Listening and responding Listen to a text about weekend activities that uses various tenses Listen to and understand a girl talking about parties Speaking Give a short talk about weekend activities and parties Reading and responding Read a text about weekend activities and match them to photos Read and understand texts that use present, preterite and near future Writing Write a text about a theme party
26 27	Can start Module 4 ¿Qué hacemos ?				

Summer Term term 1 - Viva 2 Module 4 ¿Qué hacemos ? Unit 1 – 5

Links to GCSE Theme 1

Unit Overview:

Arranging to go out; Using *me gustaría* + infinitive; Making excuses; Using *querer* and *poder*; Saying what other people look like; Using verbs in the third person; Talking about clothes; Saying 'this/these'; Talking about sporting events; Using three tenses

W	iViva! 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! 2 Módulo 4 : ¿Qué hacemos? (GCSE theme : Identity and culture)					
28	<p><i>Unidad 1</i> pp. 76–77 <i>¿Te gustaría ir al cine?</i> (The M.4 Opener pp. 74-75 could be used as a starter) Front-of-class p.076 Flashcards p.077 Grammar worksheet p.077 Class game Plenary resource</p>	<p>Arranging to go out</p> <p>Using <i>me gustaría</i> + infinitive</p>	<p><i>a + el = al</i> <i>de + el = del</i></p> <p>conditional: <i>me/te gustaría</i> + infinitive</p>	<p><i>¿Te gustaría ir al/a la...? bolera, cafetería, centro comercial</i> <i>museo, parque, pista de hielo polideportivo</i> <i>¿Te gustaría venir a mi casa? Vale.</i> <i>De acuerdo. / Muy bien. / ¡Genial!</i> <i>Sí, me gustaría mucho.</i> <i>¡Ni hablar! / ¡Ni en sueños!</i> <i>No tengo ganas. / ¡Qué aburrido!</i> <i>detrás de..., delante de...</i></p>	<p>Listening and responding Listen to and understand people discussing where to go, at what time and where to meet</p> <p>Speaking Play noughts and crosses using given pictures Create dialogues about places to go</p> <p>Reading and responding Match answers to the question <i>¿Dónde quedamos?</i> to photos and translate Read a chatroom dialogue in which two friends make arrangements to go out</p> <p>Writing Write a chatroom dialogue about arrangements to go out</p>
29	<p><i>Unidad 2</i> pp. 78–79 <i>Lo siento, no puedo</i> Front-of-class p.078 Flashcards p.078 Grammar presentation</p>	<p>Making excuses</p> <p>Using <i>querer</i> and <i>poder</i></p>	<p>Stem-changing verbs <i>querer, poder</i> (present tense)</p>	<p><i>¿Quieres salir? Lo siento, no puedo. Tengo que... hacer los deberes ordenar mi dormitorio cuidar a mi hermano pasear al perro lavarme el pelo No quiero. No tengo dinero.</i></p>	<p>Listening and responding Listen to people answering the question <i>¿Quieres salir?</i> and match audio to photos Listen to and understand conversations in which people say why they can't go out</p> <p>Speaking Practise giving excuses not to go out</p> <p>Reading and responding Read and understand text messages asking <i>¿Te gustaría...?</i></p>

	p.079 Learning skills worksheet			<i>No puede salir.</i>	Read and understand a series of forum posts Writing Write text messages containing excuses not to go out
30	<p><i>Unidad 3</i> pp. 80-81</p> <p><i>¿Cómo te preparas ?</i></p> <p>Front-of-class p.080 Flashcards p.080 Grammar presentation p.080 Grammar practice p.080 Video + Video worksheet p.080 Class game</p>	<p>Saying what other people look like</p> <p>Using verbs in the third person</p> <p>VOCAB TEST next week</p>	<p>reflexive verbs (present tense)</p>	<p><i>¿Cómo te preparas cuando sales de fiesta?</i> <i>Me baño.</i> <i>Me ducho.</i> <i>Me lavo la cara.</i> <i>Me lavo los dientes.</i> <i>Me visto.</i> <i>Me maquillo.</i> <i>Me peino.</i> <i>Me aliso el pelo.</i> <i>Me pongo gomina.</i> <i>Primero... / Luego... / Después...</i> <i>Finalmente...</i> <i>siempre, a veces, nunca</i></p>	<p>Listening and responding Listen to an audio featuring reflexive verbs Listen to and understand a song about getting ready to go out</p> <p>Speaking Making as long a sentence as possible by using sequencers to combine phrases using reflexive verbs Present a text about a celebrity getting ready for a party</p> <p>Reading and responding Read a comic strip and find the Spanish equivalents of listed English phrases Read and understand texts in which a boy and a girl describe their preparations for going out</p> <p>Writing Write a creative text in which they imagine they are a celebrity preparing to go out</p>
31	<p><i>Unidad 4</i> pp. 82-83</p> <p><i>¿Qué vas a llevar?</i></p> <p>Front-of-class p.082 Flashcards p.082 Video + Video worksheet p.082 Class game p.083 Extension worksheet p.083 Grammar presentation</p>	<p>Talking about clothes</p> <p>Saying 'this/these'</p> <p>VOCAB TEST THIS WEEK</p>	<p>adjective agreement (colour adjectives)</p> <p>demonstrative adjective <i>este / esta / estos / estas</i></p>	<p><i>¿Qué llevas normalmente los fines de semana?</i> <i>Normalmente los fines de semana llevo...</i> <i>un jersey</i> <i>un vestido</i> <i>una camisa</i> <i>una camiseta</i> <i>una falda</i> <i>una gorra</i> <i>una sudadera</i> <i>unos pantalones</i> <i>unos vaqueros</i> <i>unos zapatos</i> <i>unas botas</i> <i>unas zapatillas de deporte</i> <i>amarillo, azul, blanco, gris,</i></p>	<p>Listening and responding Listen to and understand answers to the question <i>¿Qué llevas normalmente los fines de semana?</i> Match answers to photos Listen to and understand discussions about weekend activities and dress</p> <p>Speaking Carry out a survey about what people normally wear at the weekend Ask and answer questions about going out and choice of clothes</p> <p>Reading and responding Read and understand texts which use two tenses to describe what people normally wear and are going to wear</p> <p>Writing</p>

	p.083 Grammar practice				Write two blog entries about going out and choice of clothes
32	<p><i>Unidad 5</i> pp. 84–85 <i>iHoy partido!</i></p> <p>Front-of-class p.084 Grammar presentation (<i>Unit 6 Skills pp.86-87 / Extension pp. 88-89 can be done if time allows</i>)</p>	<p>Talking about sporting events</p> <p>Using three tenses</p>	<p>using three tenses (present, preterite, near future) together</p>	<p><i>Juego en un equipo de fútbol. Mi pasión es el tenis. Ayer jugué un partido. El año pasado fui a un torneo. El año que viene voy a ir a...</i></p>	<p>Listening and responding Listen to a football fan talk using the present, the preterite and the near future Listen to people talk about sporting events, focusing on tenses</p> <p>Speaking Prepare a presentation</p> <p>Reading and responding Find Spanish equivalents of the English verbs in a text from a previous exercise Match up sentence halves to create a text written by an exponent of bicycle acrobatics</p> <p>Writing Translate sentences into Spanish</p>
33	<p>Revision and Assessment EXAM WEEK NEXT WEEK</p> <p>Could use:</p> <ul style="list-style-type: none"> - Pupil Book pp. 90-91 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 92-93 <i>iGramática!</i>, pp. 94-95 <i>iPalabras!</i>, pp. 126-127 <i>iTe toca a ti!</i> - Assessment Pack End of Module 5 tests 				
34	EXAM WEEK				
35	DIRT feedback				
36	See below and start Módulo 5				

Summer Term term 2 - Viva 2 Module 5 Operación Verano Unit 1 – 5

Links to GCSE Theme 1/2

Unit Overview:

Describing a holiday home; Discovering more about the comparative; Describing holiday activities; Using the superlative; Asking for directions; Using the imperative; Talking about summer camps; Learning more about using three tenses; Describing a world trip; Tackling challenging listening

W	iViva! 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! Módulo 5 : Operación verano (GCSE theme: Local, national, international and global areas of interest)					
36	<p><i>Unidad 1</i> pp. 100–101 <i>¿Qué casa prefieres?</i> (The Module 5 Opener pp. 98-99 could be used as a starter)</p> <p>Front-of-class Starter 2 resource p.101 Thinking skills worksheet p.101 Grammar presentation p.101 Class game</p>	<p>Describing a holiday home</p> <p>Discovering more about the comparative</p>	<p>comparative: <i>más/menos</i> + adjective + <i>que</i></p>	<p><i>Esta casa/Este piso es (muy)... amplio/a, antiguo/a, bonito/a</i> <i>Está... cerca de la playa, en el centro, en la montaña</i> <i>Tiene... una cocina, un comedor, un cuarto de baño, un dormitorio un salón, una chimenea, un jacuzzi, un jardín, una piscina una terraza, vistas al mar</i> <i>Prefiero... porque...</i></p>	<p>Listening and responding Listen to speakers describing holiday home/apartment preferences Speaking Build up descriptions of houses Make dialogues based on a given example Reading and responding Read a text to find Spanish words for listed features of a home Translate a text into English Read and understand imaginative texts about homes Writing Write a creative description about a celebrity's luxury home</p>
37	<p><i>Unidad 2</i> pp. 102–103 <i>¿Qué se puede hacer en...?</i></p> <p>Front-of-class p.102 Flashcards p.103 Grammar worksheet</p>	<p>Describing holiday activities</p> <p>Using the superlative</p>	<p><i>se puede(n)</i> + infinitive</p> <p>superlative: <i>el/la/los/las más</i> + adjective + <i>de</i></p>	<p><i>¿Qué se puede hacer en...?</i> <i>Se puede(n)... hacer actividades náuticas hacer artes marciales hacer senderismo</i> <i>ir a la bolera</i> <i>ir a la playa</i> <i>ir al restaurante</i> <i>ir de compras</i></p>	<p>Listening and responding Listen to and understand people answering the question <i>¿Qué se puede hacer en Mallorca?</i> Listen to a tourist information text about Mallorca Match audio to photos Listen to and understand two teenagers discussing what they are going to do during a week in Mallorca Speaking Create short dialogues about what one can do in two holiday resorts Reading and responding</p>

	p.103 Grammar presentation				Find the Spanish translations of the English superlative phrases in a text from a previous exercise Writing Translate six 'You can...' statements into Spanish Write a paragraph about what one can do at a tourist destination
38	<i>Unidad 3</i> pp. 104-105 <i>¿Dónde está ?</i> Front-of-class p.104 Flashcards p.104 Flashcards p.104 Grammar presentation p.104 Video + Video worksheet p.104 Class game	Asking for directions Using the imperative	imperative: <i>tú form</i>	<i>¿Dónde está...?</i> <i>la catedral</i> <i>la estación de tren</i> <i>el parque acuático</i> <i>el parque de atracciones</i> <i>la pista de karting</i> <i>Sigue todo recto.</i> <i>Dobla a la derecha/izquierda.</i> <i>Toma la primera a la derecha/izquierda.</i> <i>Toma la segunda a la derecha/izquierda.</i> <i>Cruza la plaza.</i> <i>Está a la derecha/izquierda.</i>	Listening and responding Listen to and understand people being given directions Match audio to pictures Listen to a song about being lost Speaking Play a game involving asking for and giving directions Ask for and give directions using the simple town plan provided Reading and responding Read text messages suggesting where to meet and giving directions for getting there Writing Write text messages suggesting where to meet and giving directions for getting there
39	<i>Unidad 4</i> pp. 106-107 <i>Campamentos de verano</i> Front-of-class p.106 Video + Video worksheet p.106 Class game p.107 Learning skills worksheet	Talking about summer camps Learning more about using three tenses	using three tenses (present, preterite, near future) together	<i>el campamento de verano</i> <i>Vas a hacer/ir...</i> <i>Voy a escoger... porque...</i> <i>Me gusta...</i> <i>Me encanta...</i> <i>Me gustaría mucho...</i> <i>Me encantaría...</i>	Listening and responding Listen and understand to teenagers discussing summer camps Listen to an account of a summer camp Speaking Carry out a survey of summer camp preferences Give a presentation about an imaginary visit to a summer camp Reading and responding Read the gapped text of a blog about a stay in a summer camp and complete it using given verbs Writing Find phrases for activities in a text from a previous exercise Write an advertisement for a summer camp

...	<p><i>Unidad 5</i> pp. 108–109 <i>iDestinos!</i></p> <p>(<i>Extension pp. 110-111 can be done if time allows</i>)</p>	<p>Describing a world trip</p> <p>Tackling challenging listening</p>	Nothing new	<p><i>ayer, hoy, mañana</i> <i>el fin de semana pasado</i> <i>el año/el verano pasado</i> <i>hace dos años</i> <i>este fin de semana</i> <i>el verano que viene</i> <i>el año que viene</i></p>	<p>Listening and responding Listen to and understand accounts of travels and holidays in various Hispanophone regions</p> <p>Reading and responding Place time expressions on a timeline Match up sentence halves to create an account of travels in Latin America</p>
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Year 8 Summer Half Term 2	<i>iViva! 2 Teaching and resources</i>
Week 1	<p>Revision and Assessment</p> <p>Could use:</p> <ul style="list-style-type: none"> - <i>iResumen! and iPrepárate!</i>: Pupil Book pp. 20-21, 42-43, 66-67, 90-91, 112-113, <i>iTe toca a ti!</i>: Pupil Book pp. 120-129. Homework/practice activities can also be used for revision. - Assessment Pack End of Year test and 8/8th Step Assessment
Week 4	<p>Project/cross-curricular work</p> <p>Could use:</p> <ul style="list-style-type: none"> - Pupil Book pp. 26-27 <i>Zona Proyecto: ¡Jugamos!</i>, pp. 48-49 <i>Zona Proyecto: ¡Tiene mucho talento!</i>, pp. 72-73 <i>Zona Proyecto: ¡Listos para cocinar!</i>, pp. 96-97 <i>Zona Proyecto: ¡Desfile de moda!</i>, pp. 116-117 <i>Zona Proyecto: ¡Visita mi ciudad!</i>, with their corresponding digital resources.