

Topic/Project: ¡Viva! 2 Módulo 1 Mis vacaciones	Timescale: <u>Yr 7 Term 6</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<p>Talking about a past holiday Using the preterite of ir preterite of ir (full paradigm) Listen to a dialogue about holidays Match audio to photos Discern whether opinions on holidays are positive or negative Play a guessing game in pairs Read four short texts describing holidays, and match the pictures to the details in each text Write sets of sentences describing holidays Invent an interview with a celebrity about a summer holiday</p>	<p><i>Unidad 1 pp. 6–9 De vacaciones</i></p>	<p>Gramática, ex 4 Audio files: 01_Module1_Unit1_Ex1 02_Module1_Unit1_Ex5 Workbooks: Cuaderno 2A & 2B, page 2 ActiveTeach: p.008 Flashcards p.008 Class game p.009 Thinking skills worksheet ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>	<p>Active learn Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural English: correct grammatical terms</p>
<p>Saying what you did on holiday Using the preterite of regular -ar verbs preterite of regular -ar verbs (full paradigm) preterite of sacar: spelling change saqué preterite + no Unit 3 – Holidays and travel (Holidays, Activities) Learning outcomes...</p>	<p><i>Unidad 2 pp. 10–11 ¿Qué hiciste?</i></p>	<p>Gramática ex 1 Audio files: 03_Module1_Unit2_Ex2 04_Module1_Unit2_Ex5 Workbooks: Cuaderno 2A & 2B, page 3 ActiveTeach: Starter 2 resource p.010 Flashcards p.010 Grammar presentation p.010 Grammar practice</p>	<p>Active learn Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural</p>

<p>Listen to dialogues about holiday activities and check answers to a previous exercise</p> <p>Listen to and understand two descriptions of what people did and didn't do on holiday</p> <p>Practice speaking about activities with a noughts and crosses game</p> <p>Ask and answer the question ¿Qué hiciste en tus vacaciones de verano?</p> <p>Match a list of sentences about holiday activities to the corresponding photos</p> <p>Read two texts in which contrasting characters describe what they did on holiday</p> <p>Write a description of holiday activities</p>		<p>p.010 Video: Episode 1</p> <p>p.010 Video transcript</p> <p>p.010 Video worksheet 1</p> <p>p.011 Class game</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B</p> <p>Grammar, Vocabulary</p>			
<p>Describing the last day on holiday</p> <p>Using the preterite of -er and -ir verbs</p> <p>preterite of regular -er and -ir verbs (full paradigm)</p> <p>preterite of ver: vi</p> <p>Listen to descriptions of the last day of holidays</p> <p>Match descriptions to photos/pictures</p> <p>Play a memory game on the lines of 'I went to market...'</p> <p>Read and understand texts where fictional characters describe the last day of their holidays</p> <p>Find the Spanish equivalent of</p>	<p>Unidad 3 pp. 12-13 El último día</p>	<p>Gramática ex 1</p> <p>Audio files:</p> <p>05_Module1_Unit3_Ex1</p> <p>06_Module1_Unit3_Ex4</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 4</p> <p>ActiveTeach:</p> <p>Starter 1 resource</p> <p>p.012 Flashcards</p> <p>p.012 Grammar presentation</p> <p>p.012 Grammar practice</p> <p>p.013 Grammar worksheet</p> <p>Plenary resource</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B,</p> <p>Grammar</p>	<p>Active learn</p> <p>Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p>

<p>given English phrases</p> <p>Decode and translate sentences in mirror writing</p> <p>Write an account of fictional character's last day on holiday</p>					
<p>Saying what your holiday was like</p> <p>Using the preterite of ser</p> <p>Listen to people describe how their holidays were</p> <p>Match descriptions to words/symbols/images</p> <p>Listen to and sing along with a song describing a holiday</p> <p>Create dialogues expressing positive and negative opinions</p> <p>Read and understand a series of 'tweets'</p> <p>Read and complete the gapped text of a song about a disastrous holiday</p>	<p>Unidad 4 pp. 14-15 ¿Cómo te fue?</p>	<p>Gramática ex 1</p> <p>Grammar, Vocabulary</p> <p>Audio files:</p> <p>07_Module1_Unit4_Ex1</p> <p>08_Module1_Unit4_Ex3</p> <p>09_Module1_Unit4_Ex6</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 5</p> <p>ActiveTeach:</p> <p>p.014 Flashcards 1</p> <p>p.014 Flashcards 2</p> <p>p.014 Grammar presentation</p> <p>p.014 Video: Episode 2</p> <p>p.014 Video 2 transcript</p> <p>p.014 Video worksheet 2</p> <p>p.014 Class game</p> <p>Plenary resource</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B</p>	<p>Active learn</p> <p>Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p>
<p>Giving a presentation about your holiday</p> <p>Making your sentences interesting</p> <p>Listen to an account of a holiday in Mexico</p> <p>Rehearse, deliver and give feedback on a presentation about summer holidays</p> <p>Read an account of a holiday in Mexico and match the text with photos</p> <p>Use techniques from the skills feature to improve sentences</p>	<p>Unidad 5 pp. 16-17</p> <p>Speaking Skills: El verano pasado</p>	<p>Audio files:</p> <p>10_Module1_Unit5_Ex1</p> <p>ActiveTeach:</p> <p>p.017 Extension worksheet</p>	<p>Active learn</p> <p>Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>English: making presentations</p>

Brainstorm ideas and prepare a mind-map for a presentation about summer holidays					
<p>Using the present and the preterite together</p> <p>Describing an amazing holiday</p> <p>distinguishing between present and preterite verb forms</p> <p>'we' form of -ar verbs in present/preterite</p> <p>Listen to and understand extended dialogues about holidays</p> <p>Prepare two presentations about summer holidays</p> <p>Read an extended text about summer holidays and identify the different verb tenses</p> <p>Answer questions about the texts in English</p> <p>Read stories written by other pupils and check the verbs</p>	<p>Extension pp. 18-19</p> <p>¡Vaya vacaciones!</p>	<p>Gramática ex. 1</p> <p>Audio files:</p> <p>11_Module1_Exten_Ex1</p> <p>12_Module1_Exten_Ex4</p> <p>Workbooks:</p> <p>Cuaderno 2B, page 6</p> <p>ActiveTeach:</p> <p>Starter 1 resource</p> <p>p.019 Grammar worksheet</p> <p>p.019 Grammar presentation</p>	Worksheet	End of module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural

Topic/Project: ¡Viva! 2 Módulo 2 Todo sobre mi vida	Timescale: <u>Yr 8 Term 1</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<p>Saying what you use your phone for</p> <p>Revising the present tense present tense of regular -ar, -ir, -er verbs, full paradigm (revision)</p> <p>present tense of stem-changing verbs (revision)</p> <p>Listen to a list of things people do on a mobile phone and check answers to exercise 1</p> <p>Listen to and understand five people talk about how often they use their mobile</p> <p>Play battleships using frequency expressions</p> <p>Read aloud a time capsule message</p> <p>Match a list of sentences about mobile phone use to English translations</p> <p>Read and understand a short text about mobile phone and computer use</p> <p>Write a message about mobile phone use for a time capsule</p>	<p>Unidad 1 pp. 30-31 Mi vida, mi móvil</p>	<p>Gramática ex 2</p> <p>Audio files:</p> <p>15_Module2_Unit1_Ex2</p> <p>16_Module2_Unit1_Ex3</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 12</p> <p>ActiveTeach:</p> <p>p.030 Flashcards</p> <p>p.030 Grammar presentation</p> <p>p.031 Thinking skills worksheet</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B</p> <p>Grammar, Vocabulary</p>	<p>Active learn</p> <p>Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p> <p>English: correct grammatical terms</p>
<p>Saying what type of music you like</p> <p>Giving a range of opinions</p> <p>Me gusta + the definite article</p>	<p>Unidad 2 pp. 32-33 ¿Qué tipo de música te gusta?</p>	<p>Gramática ex 1</p> <p>Audio files:</p> <p>17_Module2_Unit2_Ex2</p> <p>18_Module2_Unit2_Ex5</p>	<p>Active learn</p> <p>Worksheets</p>	<p>Mid module assessment (Reading, listening,</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p>

<p>agreement of adjectives Listen to teenagers answering the questions ¿Qué tipo de música (no) te gusta? and ¿Qué tipo de música escuchas? Listen to a short dialogue about a singer and complete the gapped text Carry out a survey of ten people in the class to find out what music they like and dislike Create four dialogues about singers Read four texts about singers/groups and find in the texts the Spanish equivalents of given English sentences Complete sentences about music preferences Write a short text about music preferences</p>		<p>Workbooks: Cuaderno 2A & 2B, page 13 ActiveTeach: p.032 Flashcards p.032 Video: Episode 3 p.032 Video 3 transcript p.032 Video worksheet 3 p.033 Learning skills worksheet ActiveLearn: Listening A, Listening B Reading A, Reading B, Vocabulary</p>		<p>Speaking, writing)</p>	
<p>Talking about TV Using the comparative comparison of adjectives: más... que... agreement of indefinite article Listen to and understand a list of TV programme types Listen to people talk about what TV programmes they like and dislike Listen to two teenagers working through the questionnaire that features comparative adjectives Play a memory game involving TV programme types Compare answers to a questionnaire that features</p>	<p>Unidad 3 pp. 34-35 Me gustan las comedias</p>	<p>Gramática ex 5 Audio files: 19_Module2_Unit3_Ex2 20_Module2_Unit3_Ex3 21_Module2_Unit3_Ex5 Workbooks: Cuaderno 2A & 2B, page 14 ActiveTeach: p.034 Flashcards p.034 Video: Episode 4 p.034 Video 4 transcript p.034 Video worksheet 4 p.035 Grammar worksheet p.035 Grammar presentation p.035 Class game ActiveLearn: Listening A, Listening B Reading A, Reading B</p>	<p>Active learn Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: correct grammatical terms</p>

<p>comparative adjectives Match photos of TV programmes to the corresponding programme type Read a multiple-choice questionnaire that features comparative adjectives Write a chatroom post giving their opinion on various types of TV programme</p>		<p>Grammar, Vocabulary</p>			
<p>Saying what you did yesterday Using the present and the preterite preterite of hacer (full paradigm) using the present and the preterite together Listen to a dialogue in which a boy and girl answer the question ¿Qué hiciste ayer? Listen to a song and fill the gapped transcript with given words Sing along with the song Create two dialogues involving time expressions Read two cartoon strips in which a boy and girl answer the question Find the Spanish equivalents of listed English sentences Read and understand a series of chatroom posts Write a comic strip contrasting what they normally do with what happened yesterday – an unusual day</p>	<p>Unidad 4 pp.36-37 ¿Qué hiciste ayer?</p>	<p>Gramática exs 2 & 5 Audio files: 22_Module2_Unit4_Ex1 23_Module2_Unit4_Ex5 Workbooks: Cuaderno 2A & 2B, page 15 ActiveTeach: p.036 Flashcards p.036 Grammar presentation p.037 Thinking skills worksheet p.037 Grammar presentation p.037 Class game ActiveLearn: Listening A, Listening B Reading A, Reading B, Grammar</p>	<p>Active learn Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: writing for a variety of purposes</p>
<p>Understanding a TV guide</p>	<p>Unidad 5 pp. 38-39</p>	<p>Workbooks:</p>	<p>Active learn</p>	<p>End of module</p>	<p>Spiritual</p>

<p>Tackling an authentic text Choose six TV programmes from a TV guide and discuss what types of programme they are 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</p>	<p>Reading Skills: Mi guía</p>	<p>Cuaderno 2A & 2B, page 16</p>	<p>Worksheets</p>	<p>assessment (Reading, listening, Speaking, writing)</p>	<p>Social Cultural Moral English: pay attention to accurate grammar, punctuation and spelling</p>
<p>Learning about young peoples' lives Using two tenses in the 'he/she' form third person singular of present tense and preterite, regular / irregular verbs 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 Prepare and deliver a presentation about a Spanish teenager Read extended texts in the third person about two teenagers living in Lima and Seville and find details to complete their profiles Translate six sentences from the texts into English Write a paragraph about a</p>	<p>Extention pp. 40-45 Mi vida, tu vida</p>	<p>Gramática ex. 3 Audio files: 24_Module2_Exten_Ex1 25_Module2_Exten_Ex4 Workbooks: Cuaderno 2B, page 17 ActiveTeach: p.041 Grammar practice</p>	<p>Active learn</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral Geography: locational knowledge</p>

Spanish teenager					

Topic/Project: ¡Viva! 2 Módulo 3 ¡A comer!	Timescale: <u>Yr 8 Term 2</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Saying what food you like Using a wider range of opinions el agua (feminine) Me gusta(n) + definite article 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 ¿Qué (no) te gusta comer o beber? Talk about liking and disliking certain foods Carry out a survey of food preferences Read texts in which animals describe what they like to eat, and match text to photos Write an imagined dialogue between two animals about food preferences	Unidad 1 pp. 52-53 ¿Qué te gusta comer?	Audio files: 30_Module3_Unit1_Ex1 31_Module3_Unit1_Ex3 Workbooks: Cuaderno 2A & 2B, page 23 ActiveTeach: Starter 2 resource p.052 Flashcards ActiveLearn: Listening A, Listening B Reading A, Reading B, Vocabulary	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral
Describing mealtimes Using negatives negatives: no, nunca, no... nada Listen to and understand a list of food items Listen to and understand people discuss mealtimes and	Unidad 2 pp. 54-55 ¿Qué desayunas?	Gramática ex 5 Audio files: 32_Module3_Unit2_Ex2 33_Module3_Unit2_Ex3 34_Module3_Unit2_Ex6 Workbooks: Cuaderno 2A & 2B, page 24 ActiveTeach:	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral English: checking grammar

<p>food preferences</p> <p>Use audio to fill gaps in a transcript</p> <p>Create a dialogue about what to eat and drink for each meal and when</p> <p>Identify food and drink items from photos</p> <p>Read and understand texts describing different eating habits</p> <p>Write creatively about a celebrity's eating habits</p>		<p>p.054 Flashcards</p> <p>p.054 Video: Episode 5</p> <p>p.054 Video 5 transcript</p> <p>p.054 Video worksheet 5</p> <p>p.054 Class game</p> <p>p.055 Extension worksheet</p> <p>p.055 Grammar presentation</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B,</p> <p>Vocabulary</p>			
<p>Ordering a meal</p> <p>Using usted / ustedes familiar/polite 'you': tú / usted / ustedes</p> <p>using the present and the preterite together</p> <p>Listen to and understand conversations in a restaurant</p> <p>Create dialogues based in a restaurant</p> <p>Read and understand a dialogue in a restaurant</p> <p>Match text to photos</p> <p>Read and understand forum posts about restaurant experiences</p> <p>Write about an ideal meal</p>	<p>Unidad 3 pp. 56-57 En el restaurante</p>	<p>Gramática ex 1</p> <p>Audio files:</p> <p>35_Module3_Unit3_Ex1</p> <p>36_Module3_Unit3_Ex3</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 25</p> <p>ActiveTeach:</p> <p>Starter 1 resource</p> <p>p.056 Flashcards</p> <p>p.056 Grammar practice</p> <p>p.056 Class game</p> <p>p.057 Learning skills worksheet</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B,</p> <p>Vocabulary</p>	<p>Active learn</p> <p>Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p> <p>English: writing for a variety of purposes</p>
<p>Discussing what to buy for a party</p> <p>Using the near future near future tense (full paradigm)</p> <p>Listen to people discuss party preparations using the near future tense</p> <p>Match audio to pictures</p>	<p>Unidad 4 pp. 58-59 ¿Qué vamos a comprar?</p>	<p>Gramática ex 1</p> <p>Audio files:</p> <p>37_Module3_Unit4_Ex2</p> <p>38_Module3_Unit4_Ex4</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 26</p> <p>ActiveTeach:</p> <p>Starter 2 resource</p> <p>p.058 Grammar presentation</p>	<p>Active learn</p> <p>Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p> <p>English: correct grammatical terms</p>

<p>Follow two people's work through a multiple-choice questionnaire on the theme of Mexican food</p> <p>Play a memory game focusing on ingredients brought to a party</p> <p>Answer a multiple-choice questionnaire on the theme of Mexican food</p> <p>Read and understand an invitation to a Mexican-themed party</p> <p>Choose a theme for a party and write a creative invitation</p>		<p>p.058 Grammar practice</p> <p>p.058 Flashcards</p> <p>p.058 Video: Episode 6</p> <p>p.058 Video 6 transcript</p> <p>p.058 Video worksheet 6</p> <p>p.059 Thinking skills worksheet</p> <p>p.059 Class game</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B</p> <p>Grammar, Vocabulary</p>			
<p>Giving an account of a party</p> <p>Using three tenses together near future tense (full paradigm)</p> <p>Listen to a text about weekend activities that uses various tenses</p> <p>Listen to and understand a girl talking about parties</p> <p>Give a short talk about weekend activities and parties</p> <p>Read a text about weekend activities and match them to photos</p> <p>Read and understand texts that use present, preterite and near future</p> <p>Write a text about a theme party</p>	<p>Unidad 5 pp. 60-61</p> <p>¡Fiesta</p>	<p>Audio files:</p> <p>39_Module3_Unit5_Ex1</p> <p>40_Module3_Unit5_Ex4</p> <p>Workbooks:</p> <p>Cuaderno 2A & 2B, page 27</p> <p>ActiveTeach:</p> <p>Starter 1 resource</p> <p>p.060 Grammar presentation</p> <p>p.060 Grammar practice</p> <p>p.061 Class game</p> <p>ActiveLearn:</p> <p>Listening A, Listening B</p> <p>Reading A, Reading B,</p> <p>Grammar</p>	<p>Active learn</p> <p>Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p>
<p>Using coping strategies when speaking</p> <p>Responding to what people say</p> <p>Listen to and understand people talking about breakfast preferences</p> <p>Listen to people at a party,</p>	<p>Unidad 6 pp. 62-63</p> <p>Speaking Skills: ¿Y tú? ¿Qué opinas</p>	<p>Audio files:</p> <p>41_Module3_Unit6_Ex2</p> <p>42_Module3_Unit6_Ex4</p> <p>43_Module3_Unit6_Ex8</p> <p>ActiveTeach:</p> <p>Plenary resource</p>	<p>Worksheet</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p> <p>Moral</p> <p>English: using language confidently</p>

<p>focusing on phrases for situations when you can't understand what someone says</p> <p>Listen to a variety of statements and give reactions to a partner</p> <p>Ask and answer questions about meals</p> <p>Practise phrases for situations when you can't understand what someone says</p> <p>Ask, answer and comprehend a set of given questions</p> <p>Match common 'filler' expressions to their English equivalents</p> <p>Match listed questions and statements with an appropriate reaction</p>					
<p>Learning about food in other countries</p> <p>Using direct object pronouns</p> <p>Listen to people discuss diet and traditional food in various Hispanophone countries</p> <p>Create an interview about diet and traditional foods in Central and South America</p> <p>Prepare a presentation about favourite foods and food experiences</p> <p>Read and understand a text about dishes in Central and South America</p> <p>Match dishes to illustrated English descriptions</p>	<p>Extension pp. 64-65 ¿Qué comemos?</p>	<p>Gramática ex 2</p> <p>Audio files: 45_Module3_Exten_Ex1 44_Module3_Exten_Ex6</p> <p>Workbooks: Cuaderno 2B, page 28</p> <p>ActiveTeach: p.064 Grammar presentation p.064 Grammar practice p.065 Grammar worksheet</p>	<p>Worksheet</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral</p> <p>English: making presentations</p>

Read and understand texts about eating out in different regions of Spain					

Topic/Project: ¡Viva! 2 Módulo 4 ¿Qué hacemos?	Timescale: <u>Yr 8 Term 3</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Arranging to go out Using me gustaría + infinitive a + el = al de + el = del conditional: me/te gustaría + infinitive Listen to and understand people discussing where to go, at what time and where to meet Play noughts and crosses using given pictures Create dialogues about places to go Match answers to the question ¿Dónde quedamos? to photos and translate Read a chatroom dialogue in which two friends make arrangements to go out Write a chatroom dialogue about arrangements to go out	Unidad 1 pp. 74-75 ¿Te gustaría ir al cine?	Gramática ex 2 Audio files: 49_Module4_Unit1_Ex1 50_Module4_Unit1_Ex2 51_Module4_Unit1_Ex5 Workbooks: Cuaderno 2A & 2B, page 34 ActiveTeach: p.076 Flashcards p.077 Grammar worksheet p.077 Class game Plenary resource ActiveLearn: Listening A, Listening B Reading A, Reading B, Vocabulary	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral
Making excuses Using querer and poder Stem-changing verbs querer, poder (present tense) Listen to people answering the question ¿Quieres salir? and match audio to photos Listen to and understand conversations in which people	Unidad 2 pp. 78-79 Lo siento, no puedo	Gramática ex 1 Audio files: 52_Module4_Unit2_Ex1 53_Module4_Unit2_Ex3 Workbooks: Cuaderno 2A & 2B, page 35 ActiveTeach: p.078 Flashcards p.078 Grammar presentation	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral English: correct grammatical terms

<p>say why they can't go out Practise giving excuses not to go out Read and understand text messages asking ¿Te gustaría...? Read and understand a series of forum posts Write text messages containing excuses not to go out</p>		<p>p.079 Learning skills worksheet ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>			
<p>Saying what other people look like Using verbs in the third person reflexive verbs (present tense) Listen to an audio featuring reflexive verbs Listen to and understand a song about getting ready to go out 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 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 Write a creative text about a celebrity preparing to go out</p>	<p>Unidad 3 pp. 80-81 ¿Cómo te preparas?</p>	<p>Audio files: 54_Module4_Unit3_Ex1 55_Module4_Unit3_Ex4 Workbooks: Cuaderno 2A & 2B, page 36 ActiveTeach: p.080 Flashcards p.080 Grammar presentation p.080 Grammar practice p.080 Video: Episode 7 p.080 Video 7 transcript p.080 Video worksheet 7 p.080 Class game ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>	<p>Active learn Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: making presentations</p>
<p>Talking about clothes Saying 'this/these' adjective agreement (colour adjectives) demonstrative adjective este /</p>	<p>Unidad 4 pp. 82-83 ¿Qué vas a llevar?</p>	<p>Gramática exs 2 & 4 Audio files: 56_Module4_Unit4_Ex1 57_Module4_Unit4_Ex3 Workbooks: Cuaderno 2A & 2B, page 37</p>	<p>Active learn Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral</p>

<p>esta /estos / estas Listen to and understand answers to the question ¿Qué llevas normalmente los fines de semana? Match answers photos Listen to and understand discussions about weekend activities and dress Carry out a survey about what people normally wear at the weekend Ask and answer questions about going out and choice of clothes Read and understand texts which use two tenses to describe what people normally wear and are going to wear Write two blog entries about going out and choice of clothes</p>		<p>ActiveTeach: Starter 2 resource p.082 Flashcards p.082 Grammar presentation p.082 Video: Episode 8 p.082 Video 8 transcript p.082 Video worksheet 8 p.082 Class game p.083 Extension worksheet p.083 Grammar presentation p.083 Grammar practice ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>			
<p>Talking about sporting events Using three tenses using three tenses (present, preterite, near future) together 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 Prepare a presentation 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 Translate a short text written by</p>	<p>Unidad 5 pp. 84-85 ¡Hoy partido!</p>	<p>Gramática ex 2 Audio files: 58_Module4_Unit5_Ex1 59_Module4_Unit5_Ex4 Workbooks: Cuaderno 2A & 2B, page 38 ActiveTeach: p.084 Grammar presentation ActiveLearn: Listening A, Listening B Reading A, Reading B, Grammar</p>	<p>Active learn Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: making presentations</p>

<p>a tennis fan into Spanish</p> <p>Describing a fancy dress outfit Using a dictionary Read an account of a fancy dress ball and match the English sentences listed to the equivalent Spanish sentences Practise dictionary skills by looking up the words for fancy dress characters and for clothing Find the Spanish for given English adjectives Write an account of a fancy dress ball Translate sentences into Spanish</p>	<p>Unidad 6 pp. 86-87 Writing Skills: El baile de disfraces</p>	<p>Workbooks: Cuaderno 2A & 2B, page 39</p>		<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: acquire a wide vocabulary</p>
<p>Learning about food in other countries Using direct pronouns using different tenses (preterite, near future, conditional me gustaría) Listen to and understand conversations in which teenagers complain about their parents and various friends react Create dialogues involving discussions about parents Read and understand conversations in which teenagers complain about their parents Read and understand a series of chatroom posts</p>	<p>Extension pp. 88-89 ¡No es justo!</p>	<p>Audio files: 60_Module4_Exten_Ex1 61_Module4_Exten_Ex4 Workbooks: Cuaderno 2B, page 40 ActiveTeach: p.088 Grammar practice p.089 Thinking skills worksheet</p>	<p>Worksheet</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral</p>

Translate key phrases and sentences into English

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Topic/Project: ¡Viva! 2 Módulo 5 Operación verano	Timescale: <u>Yr 8 Term 4</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Describing a holiday home Discovering more about the comparative comparative: más/menos + adjective + que Listen to speakers describing holiday home / apartment preferences Build up descriptions of houses Make dialogues based on a given example Read a text to find Spanish words for listed features of a home Read and understand imaginative texts about homes Write a creative description about a celebrity's luxury home	Unidad 1 pp. 100-101 ¿Qué casa prefieres?	Gramática ex 4 Audio files: 65_Module5_Unit1_Ex1 66_Module5_Unit1_Ex4 Workbooks: Cuaderno 2A & 2B, page 46 ActiveTeach: Starter 2 resource p.101 Thinking skills worksheet p.101 Grammar presentation p.101 Class game ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral English: writing scripts
Describing holiday activities Using the superlative se puede(n) + infinitive superlative: el/la/los/las más + adjective + de Listen to and understand people answering the question ¿Qué se puede hacer en Mallorca? Listen to a tourist information	Unidad 2 pp. 102-103 ¿Qué se puede hacer en...?	Gramática ex 4 Audio files: 67_Module5_Unit2_Ex1 68_Module5_Unit2_Ex4 69_Module5_Unit2_Ex6 Workbooks: Cuaderno 2A & 2B, page 47 ActiveTeach: p.102 Flashcards p.103 Grammar worksheet	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral

<p>text about Majorca Match audio to photos Listen to and understand two teenagers discussing what they are going to do during a week in Majorca</p>		<p>p.103 Grammar presentation ActiveLearn: Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>			
<p>Asking for directions Using the imperative imperative: tú form Listen to and understand people being given directions Match audio to photos Listen to a song about being lost Play a game involving asking for and giving directions Ask for and give directions using the simple town plan provided Read text messages suggesting where to meet and giving directions for getting there Write text messages suggesting where to meet and giving directions for getting there</p>	<p>Unidad 3 pp. 104-105 ¿Dónde está?</p>	<p>Gramática ex 3 Audio files: 70_Module5_Unit3_Ex1 71_Module5_Unit3_Ex3 72_Module5_Unit3_Ex4 Workbooks: Cuaderno 2A & 2B, page 48 ActiveTeach: p.104 Flashcards p.104 Flashcards p.104 Grammar presentation p.104 Video: Episode 9 p.104 Video 9 transcript p.104 Video worksheet 9 p.104 Class game ActiveLearn: Listening A, Listening B Reading A, Reading B, Vocabulary</p>	<p>Active learn Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: correct grammatical terms</p>
<p>Talking about summer camps Learning more about using three tenses using three tenses (present, preterite, near future) together Listen and understand to teenagers discussing summer camps Listen to an account of a summer camp Carry out a survey of summer</p>	<p>Unidad 4 pp. 106-107 Campamentos de verano</p>	<p>Audio files: 73_Module5_Unit4_Ex1 74_Module5_Unit4_Ex5 Workbooks: Cuaderno 2A & 2B, page 49 ActiveTeach: Starter 1 resource p.106 Video: Episode 10 p.106 Video 10 transcript p.106 Video worksheet 10 p.106 Class game p.107 Learning skills worksheet</p>	<p>Active learn Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: making presentations</p>

<p>camp preferences Give a presentation about an imaginary visit to a summer camp Read the gapped text of a blog about a stay in a summer camp and complete it using given verbs Find phrases for activities in a text from a previous exercise Write an advertisement for a summer camp</p>		<p>ActiveLearn: Listening A, Listening B Reading A, Reading B</p>			
<p>Describing a world trip Tackling challenging listening Listen to and understand accounts of travels and holidays in various Hispanophone regions Place time expressions on a timeline Match up sentence halves to create an account of travels in Latin America</p>	<p>Unidad 5 pp. 108-109 Listening Skills ¡Destinos!</p>	<p>Audio files: 75_Module5_Unit5_Ex2 76_Module5_Unit5_Ex4 77_Module5_Unit5_Ex5 78_Module5_Unit5_Ex6 79_Module5_Unit5_Ex7</p>		<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral Geography: locational knowledge</p>
<p>Discussing holiday destinations Using mejor and peor irregular comparative: mejor/peor que irregular superlative: el/la/los/las mejor(es)/peor(es) de using different tenses (preterite, near future, conditional me gustaría) Listen to tourist information about Ibiza and the Picos de Europa, and match audio to photos Listen to and understand</p>	<p>Extension pp. 110-111 De vacaciones en España</p>	<p>Gramática ex 1 Audio files: 80_Module5_Exten_Ex1 81_Module5_Exten_Ex3 Workbooks: Cuaderno 2B, page 50 ActiveTeach: Starter 1 resource p.110 Grammar presentation p.111 Learning skills worksheet</p>	<p>Worksheet</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: writing for a variety of purposes</p>

accounts of recent holidays Discuss which destination, Ibiza or the Picos de Europa, is preferable Find the Spanish translations of the English superlative phrases listed in a previous exercise text Read and understand texts about holiday preferences Write a short article about a holiday					

Topic/Project: ¡Viva! 2 Zona Proyecto	Timescale: <u>Yr 8 Term 5</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
Finding out about a holiday destination Designing a board game Listen to and understand two children playing a board game Play a board game in pairs Read and understand a board game Find the Spanish equivalent of given English sentences Research activities that can be done in one of the destinations pictured in the pupil book Design a board game	Zona Proyecto pp. 26-27 ¡Jugamos!	Audio files: 14_Module1_Proj_Ex4	Active learn	Mid end of year assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral
Learning about Hispanic singers Writing a profile of a singer Listen to the profile of Juanes and match details to the right headings Listen to a summary of the career of David Bustamante Deliver a presentation based on a profile of an artist Read key vocabulary and match to English equivalents Find the Spanish equivalents of listed English phrases Unscramble jumbled	Zona Proyecto pp. 48-49 ¡Tiene mucho talento!	Audio files: 28_Module2_Proj_Ex2 29_Module2_Proj_Ex5	Active learn	Mid end of year assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural Moral Music review and evaluate music

<p>sentences to create a profile of the singer Malú Write a profile of an artist of their choice</p>					
<p>Creating a crazy recipe Making a cookery video Listen to a contest in the style of Ready, Steady, Cook! Listen to the judges in the contest giving their opinions Brainstorm a list of ingredients for a TV cookery contest Act out a script for a TV cookery contest Read and understand a strip cartoon about a contest in the style of Ready, Steady, Cook! Find the Spanish equivalents of listed English sentences Write their own script for a TV cookery contest</p>	<p>Zona Proyecto pp. 72-73 ¡Listos para cocinar!</p>	<p>Audio files: 47_Module3_Proj_Ex1 48_Module3_Proj_Ex3</p>	<p>Active learn</p>	<p>Mid end of year assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral D&T: cooking</p>
<p>Describing outfits Giving a fashion show in Spanish demonstrative adjective este / esta / estos / estas Listen to a strip cartoon about putting on a fashion show Listen to descriptions of what two models are wearing Match audio to photos Play a memory game using the audio from a previous exercise Perform a fashion show Complete the gapped script by supplying un/una/unos/unas and este/esta/estos/estas as appropriate</p>	<p>Zona Proyecto pp. 96-97 ¡Desfile de moda!</p>	<p>Audio files: 63_Module4_Proj_Ex1 64_Module4_Proj_Ex4</p>	<p>Active learn</p>	<p>End of year assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral English: writing for a variety of purposes</p>

Prepare a script for a fashion show					
<p>Describing a town in your area Creating a tourist brochure Listen to and understand statements about locations in Spain Listen to and understand publicity for Oviedo</p> <p>Use a map of Spain and statements about locations of cities to practice compass directions in Spanish Match symbols of towns of different sizes to brief descriptions Read and understand three text messages describing visits to Oviedo Write seven sentences saying where major cities in the British Isles are located Write a brochure for Spanish visitors to a UK city or town</p>	<p>Zona Proyecto pp. 118-119 ¡Visita mi ciudad!</p>	<p>Audio files: 83_Module5_Proj_Ex2 84_Module5_Proj_Ex6</p>	<p>Active learn</p>	<p>End of year assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural Moral Geography: locational knowledge</p>

Topic/Project: iViva! 3 Rojo Módulo 1 Somos así	Timescale: <u>Yr 8 Term 6</u>				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Extension Activities / Homework	Assessment for Learning Opportunities	Cross Curricular Links (SMSCD, with other subjects)
<ul style="list-style-type: none"> • Talking about things you like • Using irregular verbs in the present tense Definite article with opinions Present tense of ir, hacer, ser (full paradigm) – pronunciation of c Listen to likes and dislikes in the present tense Review expressions of frequency Express likes and dislikes using different expressions Write about ones likes and dislikes from the point of view of a celebrity Write a short text about one’s own likes and dislikes, using different expressions of frequency and connectives	<i>Unidad 1 pp. 8–9 Cosas que me molan</i>	Audio, tracks 1–2 Workbook 3 Rojo, page 3 <i>ActiveTeach:</i> p.008 Flashcards p.009 Class game p.009 Learning skills worksheet <i>ActiveLearn:</i> Listening, Reading, Grammar, Vocabulary	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural
<ul style="list-style-type: none"> • Talking about your week • Using regular verbs in the present tense present tense of regular -ar, -er and -ir verbs (full paradigm) Listen to a song with new verbs in the present tense Listen to people talk about what	Unidad 2 pp. 10-11 Mi semana	Gramática p.24, Exs 1 & 2 Audio, tracks 3–4 Workbook 3 Rojo, page 4 <i>ActiveTeach:</i> p.010 Flashcards p.010 Grammar practice p.010 Grammar presentation	Active learn Worksheets	Mid module assessment (Reading, listening, Speaking, writing)	Spiritual Social Cultural

<p>they like to do and when</p> <p>Make dialogues about what you do during the week</p> <p>Give a presentation about your activities during the week</p> <p>Read short texts about what people do and answer questions about time and frequency of these activities in English</p> <p>Find phrases about activities in texts</p> <p>Translate phrases to Spanish</p>		<p>p.010 Starter 1 resource</p> <p>ActiveLearn:</p> <p>Listening, Reading, Grammar</p>			
<ul style="list-style-type: none"> Talking about films <p>Using the near future tense</p> <p>Listen to people talk about trips to the cinema and their reaction to the film</p> <p>Listen and complete a text about films with the definite and indefinite article</p> <p>Make dialogues about cinema and films</p> <p>Express opinions about films and their genre</p> <p>Read tweets about films and match them with the films they mention</p> <p>Identify film genres</p> <p>Write questions for statements about films</p>	<p><i>Unidad 3 pp. 12–13</i></p> <p><i>Cartelera de cine</i></p>	<p>Gramática p. 24, Ex 3</p> <p>Audio, tracks 5–6</p> <p>Workbook 3 Rojo, page 5</p> <p>ActiveTeach:</p> <p>p.012 Flashcards</p> <p>p.012 Grammar practice</p> <p>p.012 Grammar presentation</p> <p>p.012 Starter 1 resource</p> <p>p.013 Class game</p> <p>p.013 Grammar skills worksheet</p> <p>p.013 Video: Episode 1</p> <p>p.013 Video transcript</p> <p>p.013 Video worksheet</p> <p>ActiveLearn:</p> <p>Listening, Reading, Grammar, Vocabulary</p>	<p>Active learn</p> <p>Worksheets</p>	<p>Mid module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p>
<ul style="list-style-type: none"> Talking about a birthday Using the preterite <p>the preterite (full paradigm)</p> <p>Listen to people talk in the preterite about their birthdays</p> <p>Listen to people talk about celebrations</p> <p>Create long sentences in the</p>	<p><i>Unidad 4 pp. 14–15 Un cumpleaños muy especial</i></p>	<p>Gramática p. 25, Ex 4</p> <p>Audio, tracks 7–8</p> <p>Workbook 3 Rojo, page 6</p> <p>ActiveTeach:</p> <p>p.014 Flashcards</p> <p>p.014 Grammar practice</p> <p>p.014 Grammar presentation 1</p>	<p>Active learn</p> <p>Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual</p> <p>Social</p> <p>Cultural</p>

<p>preterite about birthdays Ask and answer questions about a fictitious celebration in the past Translate a short text about a past birthday into English Read a text about birthday activities and identify incorrect statements about the text Describe a fictitious birthday party</p>		<p>p.014 Grammar presentation 2 p.014 Video: Episode 2 p.014 Video transcript p.014 Video worksheet p.015 Thinking skills worksheet ActiveLearn: Listening, Reading, Grammar</p>			
<ul style="list-style-type: none"> • Talking about life as a celebrity • Using three tenses together <p>recognising tenses preterite of hacer (full paradigm) Identify verbs in the present, preterite and near future tense Listen to a fashion designer talk about the past, present and future Talk using three tenses Recognise tenses Write a text about a celebrity using three tenses together</p>	<p><i>Unidad 5 pp. 16–17 Los famosos</i></p>	<p>Gramática page 25, Exs 5 & 6</p> <p>Audio, tracks 9-11 Workbook 3 Rojo, page 7 ActiveTeach: p.017 Class game p.017 Grammar presentation p.017 Starter 2 resource ActiveLearn: Listening, Reading, Grammar</p>	<p>Active learn Worksheets</p>	<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural</p>
<ul style="list-style-type: none"> • Understanding descriptions of days out • Using the four Ws when listening <p>Listening Listening for clues, indirect information and time clues. Using strategies to predict Who? What? When? Where? Listen to people talk about who they went with</p>	<p>Unidad 6 pp. 18-19 Listening skills : ¿Adónde fuiste ?</p>	<p>Audio, tracks 12–16 <i>ActiveTeach:</i> p.018 Starter 1 resource</p>		<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural</p>

<p>Listen for clues to identify the speakers' locations Listen for indirect information to identify film genres Listen for time clues (time markers, verb tense) to identify when the activity mentioned happened Make a list of time expressions and verbs in the past, present and near future tense</p>					
<ul style="list-style-type: none"> • Reading about film stars and films <p>Understanding challenging texts Read an actor's profile and look for specific information Complete a summary of the profile in English Read a film summary and look for specific information Identify familiar and unfamiliar words from the film summary</p>	<p>Zona Lectura pp. 20-21 Las estrellas</p>	<p>Workbook 3 <i>Rojo</i>, page 8 <i>ActiveTeach:</i> p.021 Extension worksheet</p>		<p>End of module assessment (Reading, listening, Speaking, writing)</p>	<p>Spiritual Social Cultural</p>