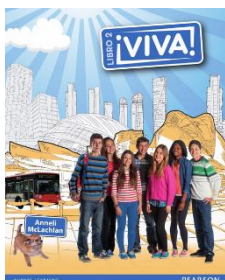


YEAR 9 SPANISH

All students in Year 9 continue to take Spanish as their second foreign language. They follow the Viva 2 course.



We strongly advise that students purchase a Spanish-English dictionary and recommend the Collins 'Easy Learning Dictionary Plus Grammar' or equivalent Oxford dictionary. Students are responsible for bringing both their exercise book and vocabulary book to each lesson. We ask that students pay £1 if vocabulary books are lost in order to cover the cost of a replacement.

Topics covered are as follows. In the **autumn term** we cover:

¡MODULE 1!		Mis vacaciones 6	
Unit 1 De vacaciones	8	Extension: ¡Vaya vacaciones!	18
Talking about a past holiday		Using the present and the preterite together	
Using the preterite of ir		Describing an amazing holiday	
Unit 2 ¿Qué hiciste?	10	Resumen	20
Saying what you did on holiday		Prepárate	21
Using the preterite of regular -ar verbs		Gramática	22
Unit 3 El último día	12	Palabras	24
Describing the last day on holiday		Zona Proyecto: ¡Jugamos!	26
Using the preterite of -er and -ir verbs		Finding out about a holiday destination	
Unit 4 ¿Cómo te fue?	14	Designing a board game	
Saying what your holiday was like			
Using the preterite of ser			
Unit 5 SPEAKING SKILLS			
El verano pasado	16		
Giving a presentation about your holiday			
Making your sentences interesting			

¡MODULE 2!

Todo sobre mi vida 28

Unit 1 Mi vida, mi móvil

Saying what you use your phone for
Revising the present tense

Unit 2 ¿Qué tipo de música te gusta?

Saying what type of music you like
Giving a range of opinions

Unit 3 Me gustan las comedias

Talking about TV
Using the comparative

Unit 4 ¿Qué hiciste ayer?

Saying what you did yesterday
Using the present and the preterite

Unit 5 **READING SKILLS**

Mi guía

Understanding a TV guide
Tackling an authentic text

30 Extension: Mi vida, tu vida

Learning about young people's lives
Using two tenses in the he/she form

32 Resumen

Prepárate

Gramática

Palabras

34 Zona Proyecto: ¡Tiene mucho talento!

Learning about Hispanic singers
Writing a profile of a singer

36

38

Topics covered are as follows. In the **spring term** we cover:

¡MODULE 3!

¡A comer! 50

Unit 1 ¿Qué te gusta comer?

Saying what food you like
Using a wider range of opinions

Unit 2 ¿Qué desayunas?

Describing mealtimes
Using negatives

Unit 3 En el restaurante

Ordering a meal
Using **usted/ustedes**

Unit 4 ¿Qué vamos a comprar?

Discussing what to buy for a party
Using the near future

Unit 5 ¡Fiesta!

Giving an account of a party
Using three tenses together

52 Unit 6 **SPEAKING SKILLS**

¿Y tú? ¿Qué opinas?

Using coping strategies when speaking
Responding to what people say

54

Extension: ¿Qué comemos?

Learning about food in other countries
Using direct object pronouns

56

Resumen

Prepárate

Gramática

Palabras

58 Zona Proyecto: ¡Listos para cocinar!

Creating a crazy recipe
Making a cookery video

60

¡MODULE 4!		¿Qué hacemos? 74	
Unit 1 ¿Te gustaría ir al cine?		76	Unit 6 WRITING SKILLS
Arranging to go out			El baile de disfraces
Using me gustaría + infinitive			Describing a fancy dress outfit
Unit 2 Lo siento, no puedo		78	Using a dictionary
Making excuses			Extension: ¡No es justo!
Using querer and poder			Writing about a problem
Unit 3 ¿Cómo te preparas?		80	Using structures with two verbs
Discussing getting ready to go out			Resumen
Using reflexive verbs			Prepárate
Unit 4 ¿Qué vas a llevar?		82	Gramática
Talking about clothes			Palabras
Saying 'this/these'			84 Zona Proyecto: ¡Desfile de moda!
Unit 5 ¡Hoy partido!			Describing outfits
Talking about sporting events			Giving a fashion show in Spanish
Using three tenses			


Topics covered are as follows. In the **summer term** we cover:

¡MODULE 5!		Operación verano 98	
Unit 1 ¿Qué casa prefieres?		100	Extension: De vacaciones en España
Describing a holiday home			Discussing holiday destinations
Discovering more about the comparative			Using mejor and peor
Unit 2 ¿Qué se puede hacer en...?		102	Resumen
Describing holiday activities			Prepárate
Using the superlative			Gramática
Unit 3 ¿Dónde está?		104	Palabras
Asking for directions			Zona Proyecto: ¡Visita mi ciudad!
Using the imperative			Describing a town in your area
Unit 4 Campamentos de verano		106	Creating a tourist brochure
Talking about summer camps			
Learning more about using three tenses			
Unit 5 LISTENING SKILLS		108	
¡Destinos!			
Describing a world trip			
Tackling challenging listening			

Assessment

Pupils keep track of their progress using their progress grids in their exercise books. They review their progress against the Year 9 Step Levels **as outlined below**. Our Year 9 course is designed so that it draws on the pupils' existing skills and knowledge whilst at the same time building on their knowledge through new topics.

Year 9 Listening & Reading




STEP 9

STEP 10

I can understand:

STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
passages of approx. 50 words, containing predictable information drawn from several familiar topics, and can infer meaning of some unfamiliar language, translating individual words and short phrases into English.	passages of approx. 80 words, containing predictable information from four-five topics including a range of structures, and can infer meaning in some authentic and/or adapted texts, translating short phrases into English.	longer passages of approx. 100 words, which may contain a few unpredictable elements, including a range of structures, and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types.	longer, varied texts of approx. 150 words, which may contain some unpredictable elements, different time frames and a range of structures, and can translate short extracts into English.	extended, varied passages of approx. 200 words, which contain unpredictable elements, time frames, a range of structures, and drawn from any topics previously studied, and can translate short passages into English.

Year 9 Speaking



STEP 9

STEP 10

I can:

STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
interact across three-four topics and in classroom talk, adapting and re-combining pre-learned language to produce spontaneous exchanges, including forming some questions, with some pauses for thinking.	interact confidently within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.	initiate and ask a range of questions confidently and appropriately to extend conversations (2-3 minutes) and can give more developed responses on a range of topics, which go beyond personal, everyday issues.	engage in longer stretches of unplanned conversation on the full range of KS3 topics, showing the ability to cope with unexpected questions or responses, whilst still pausing and/or making errors when trying out more ambitious language.

Year 9 Writing

I can:

STEP 6

write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new, researched language with some success, as well as translate short sentences from English across two-three topics.

STEP 7

write from memory at greater length (e.g. 60-75 words) on one topic, using more than one time frame and a logical structure, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.

STEP 8

write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear, and and translate a short paragraph from English, drawing on language from four-five topic areas.

STEP 9

write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics, using a range of more complex structures (with some errors), and accurate straightforward language, and can translate a paragraph from English from previous and current topics.

STEP 10

write a coherent piece of prose of several paragraphs from memory, using appropriate links between paragraphs, using a range of vocabulary and structures, showing a growing awareness of FL syntax, and how this differs to English, and can translate a paragraph from English drawn from all KS3 topics covered.

Year 9 Grammar & Vocabulary

I can:

STEP 6

recall and use 30 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.

STEP 7

recall and use 40 verbs, form the past tense with regular and key irregular verbs, use some modal verbs in combination with infinitives, use reflexive verbs in limited contexts and use comparative forms, and use 100 cognate and 80 non-cognate words.

STEP 8

recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.

STEP 9

recall and use 60 verbs, selecting and forming the correct tense with familiar and researched language, with some errors, and can form the imperative, use direct object pronouns and some conjunctions, and use 150 cognate and 125 non-cognate words.

STEP 10

recall and use 75 verbs with reasonable accuracy in all tenses covered, can use direct object pronouns, a range of conjunctions, demonstrative adjectives and pronouns, and relative pronouns, and use 200 cognate and 150 non-cognate words.

Extra-curricular opportunities



Students in Year 9 are offered the opportunity to take part in the “Translation Spelling Bee” competition. Students translate sentences and work on their vocabulary, spelling, pronunciation, memory, verb conjugation, tenses, sentence formation (in French & Spanish).



In addition, Year 9 pupils are also given the opportunity to take part in the Language Leaders programme. **The Language Leader Award** helps pupils learn to lead, using language teaching as the medium. Throughout the year-long programme they develop their leadership skills, growing in confidence and enhancing their future careers. Routes into Languages East is sponsoring the award. Pupils receive a log book to record training, activities, reflections etc. during the year as well as a certificate and specially designed lapel pin on successful completion of the programme.

Grouping arrangements:

In years 8+9, all students are all grouped according to their Maths set. Movement between the groups may result from end of unit assessments and is always dependent upon consultation with the Maths Department.

Homework:

In Key Stage 3 one homework per week is set. For our new courses, Studio 1, Studio 2, Viva 1 and 2, students can complete homework tasks on ActiveLearn. All students receive log-in details for the site and are set assignments by their class teacher. Additional reading, writing tasks or vocabulary tasks will be set to reinforce the learning.

Key Stage 3 Assessment:

Each half term there will be an assessment in two of the four skills which is awarded a level. This will be followed by a + or - to indicate whether the piece is towards the top or bottom of the level. All four skills will have been assessed by the end of each term.