

# **¡VIVA!**

## **SEGUNDA EDICIÓN**

# **Your guide to our complete course for KS3 Spanish**

Now with even  
more support  
for building key  
language skills at  
KS3 for GCSE...

[www.pearsonglobalschools.com/ks3viva2ed](http://www.pearsonglobalschools.com/ks3viva2ed)

# Build key language skills at KS3 for GCSE success

## Why is ¡Viva! for KS3 Spanish so popular?

- Right from the start, ¡Viva! gives your pupils a real taste of Spanish culture, with resources that bring language learning to life.
- Our proven approach to differentiation, in both our print and digital resources, enables pupils of all abilities to progress.
- Grammar practice builds on logical progression and promotes a strong grasp of grammatical concepts.
- ¡Viva! helps pupils to establish good Spanish pronunciation and spelling, as key sounds of Spanish are introduced using phonics.
- Our ActiveLearn service combines engaging front-of-class teaching resources with online homework and practice exercises, as well as planning and assessment materials to help monitor your pupils' progress.

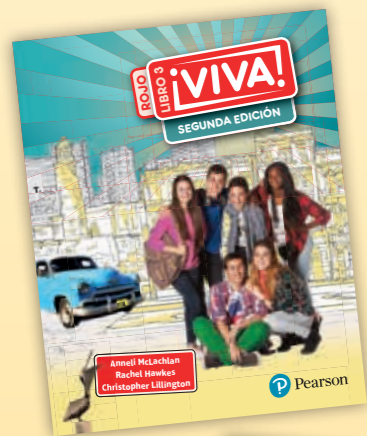
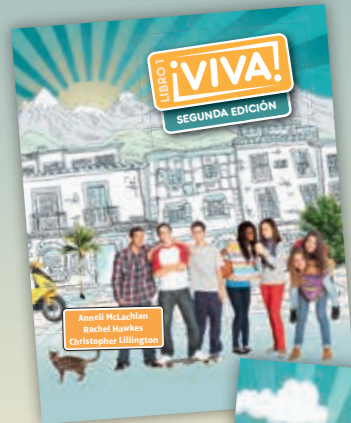
## What improvements does the second edition offer?

- + We're adding more tasks to help pupils build skills towards GCSE: role plays, picture-based tasks, authentic and literary texts and translations.
- + Our new ¡Adelante! units pool and combine language from the module, helping pupils to produce higher level language.
- + Our new quiz-style 'Repaso' revision pages help prepare pupils for end-of-module assessments.
- + The Assessment Packs have been updated to prepare pupils for progression to GCSE, with GCSE-style tasks across all skills and an increased focus on Grammar and Translation.
- + ¡Adelante! pages in the Workbooks and new skills worksheets in the front-of-class resources work seamlessly with the new content in the Pupil Book to build skills towards GCSE.
- + ¡Viva! Segunda Edición provides a seamless progression to our ¡Viva! GCSE resources for both the Pearson Edexcel and AQA GCSE (9-1) Spanish qualifications.



Perfect for schools following a UK curriculum, with a carefully planned scheme of work, rich cultural content and strong grammatical progression.

# What's in ¡Viva! for KS3 Spanish?

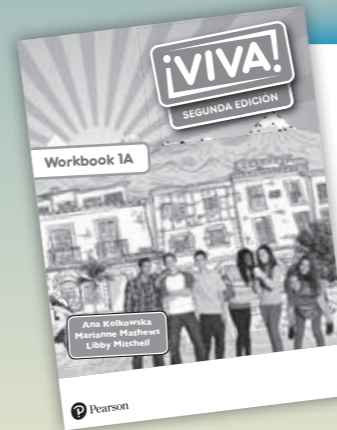


## Pupil Books

- A supportive logical grammar progression revisits key concepts and includes grammar pages at the end of each module.
- Up-to-date cultural content brings language learning to life – including quizzes, cultural projects, songs and poems.
- Clear progression and recycling of vocabulary and grammar build students' confidence and ability to manipulate language.
- A focus on building skills, including through dedicated skills pages, ensures pupils are ready to progress to GCSE.
- **NEW** ¡Adelante! pages pool and revise the language from each module and provide even more practice for GCSE-style tasks, including authentic and literary texts, role plays, picture-based tasks and translations.
- Extension units in Year 8, and parallel differentiated books in Year 9 enable pupils to progress at the pace that is right for them.
- Support for the introduction of phonics helps develop independent speaking and reading skills from the start.
- **NEW** Brand new quiz-style Repaso revision pages, designed for independent or group working, help pupils prepare for end-of-module assessments.

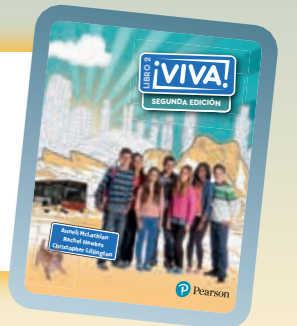
## Workbooks

- Differentiated extra reading, writing and grammar practice – ideal for homework and cover.



## ActiveBooks

- Online versions of the Pupil Books with access to audio.



## Teaching Resources

See pages 6-11

## Planning

See pages 14-15

## Active Learn

## Progress & Assess

See pages 16-17

## Student Resources

See pages 12-13



To download a free 60-day trial of ¡Viva! ActiveLearn resources visit:  
[www.pearsonglobalschools.com/ks3viva2ed](http://www.pearsonglobalschools.com/ks3viva2ed)

# Pupil Books and ActiveBooks

Take a closer look inside our ¡Viva! for KS3 Spanish Pupil Books to see how they build key language skills supporting progression to GCSE (9-1).



See page samples of ¡Viva! 1, ¡Viva! 2 and ¡Viva! 3 resources at [www.pearsonglobalschools.com/ks3viva2ed](http://www.pearsonglobalschools.com/ks3viva2ed)

## Phonics

Early work on phonics and regular pronunciation tip boxes help pupils to establish good Spanish pronunciation and spelling.

## Grammar

Green grammar box features flag grammar clearly with colour coding.

Gramática pages tease out grammar that pupils need to master in order to progress.

## Differentiation

Every module starts in a simple way with starter quizzes.

Speaking / Writing skills pages near the end of the module pool and combine language.

The ¡Te toca a ti! section provides self-access work at two levels (A and B).

**Mi vida, mi móvil** | Saying what you use your phone for | Revising the present tense

**1** Lee estas frases. Empareja el español con el inglés. Ejemplo: 1 e

1 Saco fotos. 2 Hablo por Skype. 3 Mando SMS. 4 Juego. 5 Leo mis SMS. 6 Descargo melodías o aplicaciones. 7 Chateo con mis amigos. 8 Comparto mis videos favoritos. 9 Veo videos o películas.

¿Qué haces con tu móvil?

a I read my texts. b I watch videos or films. c I share my favourite videos. d I play. e I take photos. f I download ringtones or apps. g I send texts. h I chat with my friends online. i I talk on Skype.

**2** Escucha y comprueba tus respuestas.

**Gramática**

You use the present tense to talk about what usually happens. There are three groups of regular verbs:

-ar verbs	-er verbs	-ir verbs
hablar to talk	leer to read	compartir to share
hablo I talk	leo I read	comparto I share
hablas you talk	lees you read	compartes you share
habla he/she talks	lee he/she reads	comparte he/she shares
hablamos we talk	leemos we read	compartimos we share
habláis you (pl.) talk	leéis you (pl.) read	compartís you (pl.) share
hablan they talk	leen they read	comparten they share

Some verbs are stem-changing: jugar → to play juego → I play

**3** Escucha. Copia y completa la tabla con las letras del ejercicio 1. (1-5)

actividad	frecuencia
1 f	✓

✓ todos los días every day  
 ✓ dos o tres veces a la semana two or three times a week  
 ✓ a veces sometimes  
 ✓ de vez en cuando from time to time  
 ✗ nunca never

**4** Adivina las frases de tu compañero/a. Usa las frases 1-9 del ejercicio 1 y las frases de frecuencia del ejercicio 3. Guess your partner's sentences. Use the sentences 1-9 from exercise 1 and the expressions of frequency from exercise 3.

Write five sentences. Take turns to guess what your partner does and when. A correct guess wins another turn.

Ejemplo: ¿Sacas fotos todos los días? Si, saco fotos todos los días. No, no saco fotos todos los días.

**5** Escucha y lee el texto. Luego copia y completa la traducción.

Los jóvenes de hoy son nativos digitales. Más del 88% de los niños de 10 años usa ordenadores y tiene acceso a Internet. Con 14 años, nueve de cada 10 niños tienen un teléfono móvil. Pasan una media de cinco horas todos los días con sus móviles. ¿Qué hacen? Sobre todo, mandan y leen mensajes, por aplicaciones como WhatsApp. Además descargan canciones, ven videos, sacan y comparten fotos y juegan a los videojuegos.

The young people of today are digital natives. More than 88% of 10-year-olds use computers and have internet access. At age 14, nine out of 10 children have a mobile phone. They spend an average of five hours on their phones. What do they do? Above all, they send messages, on apps like WhatsApp. In addition, they download songs, watch videos, take and share photos and they play video games.

**6** Descripción de una foto. Mira la foto y prepara tus respuestas a las preguntas. Luego escucha y contesta.

¿Qué hay en la foto? En la foto hay... Tiene... También... Creo que...  
 ¿Y tú? ¿Chateas con tus amigos todos los días? Sí, chateo.../No, no chateo...  
 Y además, ¿qué haces con tu móvil? Dos o tres veces a la semana... y a veces... pero nunca...

Say as much as you can about what the boy looks like and where you think he is.

Tiene (he/she has) Tiene el pelo...  
 Es (he/she is - description) Es bastante... y...  
 Está (he/she is - location) Está en...

Use **creo que** and **en mi opinión** to say what you think he is doing.

30 treinta | treinta y uno 31

## Building skills for GCSE

Skills boxes and pages allow your pupils to work towards GCSE, acquiring valuable strategies across all four skills: listening, speaking, reading and writing.

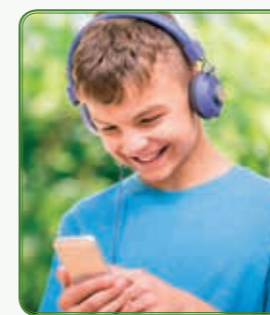
**SKILLS**

**Yes/No questions**  
 Ask using 'you' form:  
 ¿Descargas...?  
 ¿Ves...?  
 ¿Compartes...?  
 Answer using 'I' form:  
 Descargo...  
 Veo...  
 Comparto...



Use your TRAPS skills from page 21.

- Subject (or person): Look closely at the verb endings to work out who is the subject of each verb. If you need help, look at the verb table on page 30.



Use **creo que** and **en mi opinión** to say what you think he is doing.

# Pupil Books and ActiveBooks

Our ¡Adelante! pages pool and revise the language from each module and provide even more practice for GCSE-style tasks.



See page samples of ¡Viva! 1, ¡Viva! 2 and ¡Viva! 3 resources at [www.pearsonglobalschools.com/ks3viva2ed](http://www.pearsonglobalschools.com/ks3viva2ed)



Supportive role play tasks give pupils the confidence to tackle these as they progress to GCSE.

Pupils are given the vocabulary they need to describe photos and build skills towards the GCSE picture-based task.

Translation tasks with call-outs help pupils avoid common pitfalls and manipulate language successfully.

## ¡ADELANTE!

**1** ¿Qué les gusta hacer? Escucha y escribe las **dos** letras correctas para cada persona. (1-4)

a

f

b

g

c

h

d

i

e

j

**SKILLS** **Listening for negatives**  
In exercise 1, you only need to note down what each person **likes** doing. Don't be distracted by information about what they **don't like** doing - listen out for negative words like **no** and **nunca**. Also, listen for connectives such as **pero**.

**2** Juego de rol. Con tu compañero/a, practica el diálogo. Luego repite el diálogo, pero cambia los detalles **subrayados**.  
Hablas con tu amigo/a español(a) sobre el tiempo libre.

- ¿Qué te gusta hacer?
- Me gusta **escuchar música** porque es guay.
- ¿Qué haces en verano?
- Todos los días **navego por Internet** pero nunca **bailo**.
- ¿Qué haces cuando llueve?
- Cuando llueve **leo** pero cuando hace sol **monto en bici**.
- ¿Qué deportes haces?
- Los **lunes** juego al **tenis**. A veces hago **natación** también.

**SKILLS** **Role play tasks**  
Role play tasks always start by 'setting the scene'. This tells you **who** you are speaking to and **what** you are speaking about.

**3** Descripción de una foto. Mira la foto y prepara tus respuestas a las preguntas. Luego escucha y contesta.

Look at page 17 to remind yourself how to say 'on the left/right' and 'in the middle'!

Make sure you use the correct verb ending to say what he/she is doing. Look back at page 34.

- ¿Qué hay en la foto?
- En la foto hay... A la izquierda hay... La chica... pero el chico... Creo que... y...
- ¿Y tú? ¿Tocas la guitarra? Sí, toco... / No, no toco... pero...
- ¿Qué no te gusta hacer en tu tiempo libre? No me gusta nada...

Say **who** is in the photo and **where** they are.

Say **what** they are doing.

Say what you think the **weather** is like.

## Mi tiempo libre - 2

**4** Lee el texto. Para cada frase escribe Paula, Nieves, Roberto o Gorka.

www.lospasatiempos.es

	Paula Soy una fanática de la música. ¡Me encanta!
	Nieves Me gusta mucho hacer deporte porque es muy divertido.
	Roberto Me gusta hacer ciclismo pero no me gusta hacer artes marciales.
	Gorka Me encanta la tecnología y ¡soy adicto a mi tablet y mi móvil!

This task includes words you haven't seen before. Remember to look for **cognates** and **near-cognates** and use **context** to help you work out the meaning.

- 1 Hago atletismo y juego al baloncesto.
- 2 Chateo y navego por Internet todos los días.
- 3 Toco la trompeta y canto en un grupo.
- 4 Escribo correos y mando SMS a mis amigos.
- 5 En verano monto en bici. Nunca hago kárate.

**5** Traduce las frases al español.

Use the infinitive form of the verb.

Where does the word **no** go?

- 1 I love **going out** with my friends.
- 2 I don't like **chatting online** because it's stupid.
- 3 On Wednesdays sometimes I **go** swimming.
- 4 I **don't play** football in winter when it's snowing.
- 5 **We do** gymnastics every day but **we never do** athletics.

In Spanish you say 'do swimming'.

Take care to use the 'we' form of **hacer**.

**6** Escribe un mensaje para un foro. Contesta a las preguntas.

- 1 ¿Qué te gusta hacer en tu tiempo libre?
- 2 ¿Qué haces cuando llueve?
- 3 ¿Qué deportes haces?

En mi tiempo libre me encanta... porque... También...  
Cuando llueve... o... pero cuando...  
En verano a veces juego... y hago... pero nunca...

- Give opinions with reasons (**me gusta... porque es...**).
- Include time phrases (**a veces, los lunes, en verano**).
- Use connectives to extend your sentences (**y, o, pero, también, cuando**).
- Include negatives (**no me gusta, nunca hago**).

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# Front-of-class teaching resources

Boost engagement with interactive resources in ActiveLearn



Teaching phonics is supported through visuals and a video to help improve pupils' pronunciation and memory skills, and help with translation activities.

Interactive flashcards are embedded to support learning vocabulary.

**NEW** We've created additional worksheets to provide further support and preparation for GCSE. Look out for new worksheets on translation, reading, speaking and writing!

Grammar PowerPoints and games help with teaching new structures.

Includes our zoom feature, to help you focus on individual tasks.

All audio is provided so you can do listening at a click of button.



Video stories feature twice in each module. Pupils are taken through a culturally-rich video story involving a group of friends in Spain. A worksheet on each video helps to guide viewing and support comprehension.



Audio files are also available to buy separately as a download.



Download a free 60-day trial of ¡Viva! ActiveLearn resources: [www.pearsonglobalschools.com/ks3viva2ed](http://www.pearsonglobalschools.com/ks3viva2ed)

# Online homework and practice exercises

Motivating learning in ActiveLearn helps your pupils practise their language skills in class or at home.

Differentiated listening and reading activities provide extra practice and allow pupils to work at the right level.

Grammar and vocabulary activities consolidate learning.

All activities are self-marking and results are tracked, so pupils get instant feedback and you can see how they are progressing.

On-screen hints and feedback help pupils work independently.

# Workbooks

Differentiated reading, writing and grammar practice – ideal for homework or cover.



Appropriate scaffolding ensures that pupils can complete work at home or during cover lessons.

¡Viva! 2 Workbook A

Workbooks provide activities to go with all key teaching spreads in the Pupil Book and include pages dedicated to grammar practice.

¡Viva! 2 Workbook B

Workbooks A or B are available to buy in packs of 8.

New ¡Adelante! and Repaso pages in ¡Viva! Segunda Edición complement those in the Pupil Book

# Teacher planning materials

Downloadable Teacher's Guides provide complete support for planning and teaching, including customisable schemes of work.



¡MODULE 1! Mi vida			
Unit & Learning objectives	PoS references	Key language	Grammar and other language features
<b>1 ¿Cómo te llamas?</b> (pp. 8–9)  Getting used to Spanish pronunciation Introducing yourself	<b>GV1</b> Tenses (present) <b>GV2</b> Grammatical structures (definite articles) <b>LC5</b> Accurate pronunciation and intonation	<i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i>	<b>G</b> definite articles ( <i>ella/los/las</i> ) <b>G</b> verb endings  – introduction to Spanish pronunciation
<b>2 ¿Qué tipo de persona eres?</b> (pp. 10–11)  Talking about your personality Using adjectives that end in -o/-a	<b>GV2</b> Grammatical structures (adjectival endings) <b>LC6</b> Translation into English <b>LC8</b> Writing creatively	<i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i>	<b>G</b> adjectives that end in -o or -a <b>G</b> making sentences negative <b>G</b> <i>ser</i> (present, singular)  – connectives: <i>y, también, pero</i>  – pronunciation (stress on next to last syllable, accented words)
<b>3 ¿Tienes hermanos?</b> (pp. 12–13)  Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)	<b>GV2</b> Grammatical structures (indefinite articles) <b>LC5</b> Speaking coherently and confidently <b>LC6</b> Reading comprehension	<i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> Numbers: <i>uno</i> to <i>quince</i> (and <i>cero</i> ) <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro</i> <i>Tengo una hermanastra</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i>	<b>G</b> <i>tener</i> (present, singular) <b>G</b> indefinite articles ( <i>un/una</i> )  – pronunciation of <i>n</i> and <i>ñ</i>

Module overview grids, unit summary boxes and detailed schemes of work will support you with short- and long-term planning.

Our fully customisable 5-year schemes of work help you to plan across key stages.

### ¿Cómo te llamas?

Mi vida 1.1

<p><b>Pupil Book pages</b> Pages 6–9</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Getting used to Spanish pronunciation</li> <li>Introducing yourself</li> </ul> <p><b>Programme of Study</b></p> <p><b>GV1</b> Tenses (present)  <b>GV2</b> Grammatical structures (definite articles)  <b>LC5</b> Accurate pronunciation and intonation</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>definite articles (<i>ella/los/las</i>)</li> <li>verb endings</li> </ul>	<p><b>Key language</b></p> <p><i>¡Hola!</i>  <i>¿Qué tal?</i>  <i>Fenomenal.</i>  <i>Bien, gracias.</i>  <i>Regular.</i>  <i>Fatal.</i>  <i>¿Cómo te llamas?</i>  <i>Me llamo...</i>  <i>¿Dónde vives?</i>  <i>Vivo en...</i>  <i>Adiós.</i>  <i>Hasta luego.</i></p> <p><b>PLTS</b></p> <p>T Team workers</p>	<p><b>Cross-curricular</b></p> <p><b>Geography:</b> Spanish-speaking countries</p> <p><b>English:</b> the definite article</p> <p><b>Resources</b></p> <p><b>Audio files:</b>                      01_Module1_Unit1_Ex1                      02_Module1_Unit1_Ex4                      03_Module1_Unit1_Ex5</p> <p><b>Workbooks:</b>                      Cuaderno 1A &amp; 1B, page 2</p> <p><b>ActiveTeach:</b>                      p.008 Exercise 1 video                      p.008 Class game                      p.009 Grammar presentation                      Starter 1 resource</p> <p><b>ActiveLearn:</b>                      Listening A, Listening B                      Reading A, Reading B                      Grammar, Vocabulary</p>
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**Module 1 Quiz (pp. 6–7)**

**Answers**  
 1 c 2 rojo y amarillo 3 b 4 g 5 b 6: 1 c 2 a 3 b

**Starter 1**

**Aim**  
 To practise Spanish pronunciation.  
 Give pupils the following list of Spanish towns: Oviedo, Barcelona, Cartagena, Valladolid, Jerez, Zaragoza, Huelva, Badajoz, Gijón, Sevilla (Starter 1 resource). Ask them to discuss in pairs how they think each one is pronounced. Check pupils' answers, asking them to explain their choices.

- tigre, tigre
- oso, oso
- búfalo, búfalo
- cebra, cebra
- camello, camello
- gorila, gorila
- hipopótamo, hipopótamo
- jirafa, jirafa
- vaca, vaca
- zorro, zorro

**2 Con tu compañero/a, una persona dice una palabra, la otra persona hace el gesto. (1<sup>st</sup> step)**

*Speaking.* Pupils work in pairs. One pupil chooses an animal from exercise 1 and says the word, the other pupil does the appropriate gesture. Again, if you do not have ActiveTeach, pupils can use the gestures that they made up in the previous exercise.

The *Zona Cultura* box provides further pronunciation practice (boys' names: Jaime, Daniel, Samuel, Iván, Alejandro, David; girls' names: Claudia, Sofía, Irene, Julia, Ángela, Ana).

**Gramática**

Use the *Gramática* box to introduce the concept of Spanish nouns having genders and the four

**Audioscript Track 01**

- panda, panda
- elefante, elefante

Easy-to-follow Teacher Notes with answers and audio scripts to support you with planning.

Suggestions for starters, plenaries and extension activities so you can differentiate every lesson.


Teacher's Guides and Assessment Packs are available within ActiveLearn. They are also available to buy separately as a download.

# Progression and assessment

Downloadable Assessment Packs provide end of module and end of year tests for all four skills, plus Grammar and Translation, to help monitor pupils' progress.

Word format means that tests can be edited and customised.

Our assessments and accompanying marking guidance and markbooks help you to see easily if pupils are making progress or require extra support in each area.

**Prueba** 

Nombre: .....

**Reading 3**

**A Read the text about Nicolás and complete the sentences in English. (3<sup>rd</sup> Step)**

Hola, me llamo Nicolás y vivo en Bilbao, en España. Mi pasión son los animales. En casa tengo seis peces, cuatro conejos, dos perros y una cobaya. Mi cobaya es muy simpática y no es tímida. Los perros son negros y blancos y tengo dos peces amarillos, dos azules y dos rosas. ¡Es genial! Soy hijo único y mi cumpleaños es el treinta y uno de mayo.

Example: Nicolás lives in Bilbao, in Spain.

1 His passion is ..... 4 His fish are yellow, blue and .....

2 He has four ..... 5 His guinea pig is not .....

3 He has two ..... 6 His birthday is on .....

Marks	Step
-------	------

**B Read these short texts and complete the table with the correct name. (4<sup>th</sup> Step)**

Me llamo <b>Joaquín</b> y vivo en Ibiza. Soy muy divertido, pero no soy tonto. Tengo dos hermanas que tienen diez y doce años. Tengo dos perros y son bastante simpáticos. También tengo un gato negro.	Me llamo <b>Sara</b> y tengo trece años. Soy bastante lista, pero un poco tímida. Soy hija única. Tengo una cobaya que es muy divertida. Es blanca y marrón. Vivo en España y mi pasión es el deporte.	Me llamo <b>Andrea</b> y tengo diez años. Tengo dos hermanos que se llaman Javier y Sergio. No tengo mascotas, pero mi animal favorito es el zorro. Vivo en América del Sur y mi héroe es Rihanna.
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Statement	Name
Example: I live in South America.	<b>Andrea</b>
1 I have no brothers or sisters.	
2 I am quite clever but a little shy.	
3 I am ten years old.	
4 One of my pets is black.	
5 I do not have pets.	
6 I am very amusing but not silly.	

Marks	Step
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# From KS3 to GCSE: Seamless support from 11-16





¡Viva! KS3 Spanish provides a seamless progression to our ¡Viva! GCSE resources for both the Pearson Edexcel and AQA GCSE (9-1) Spanish qualifications.


**Years 10 and 11**

Higher and Foundation GCSE Student Books and Workbooks

			
Pearson Edexcel Student Book Foundation & Higher	Pearson Edexcel ActiveBook Foundation & Higher	AQA Student Book Foundation & Higher	AQA ActiveBook Foundation & Higher
			
AQA and Pearson Edexcel Grammar and Translation Workbooks	AQA and Pearson Edexcel Foundation & Higher Vocabulary Books		

 New assessment builder and online markbooks.

 New grammar and translation tests, plus more GCSE-style questions have been added to ¡Viva! Segunda edición!

 To learn more about our GCSE (9-1) resources for Edexcel and AQA, visit [www.pearsonglobalschools.com/languages](http://www.pearsonglobalschools.com/languages)

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