

Pearson Edexcel GCSE (9–1) Spanish

Languages for all



Your complete
guide to our
published resources

Look out for FREE support for
the Pearson Edexcel
GCSE (9–1) qualification



Languages for all

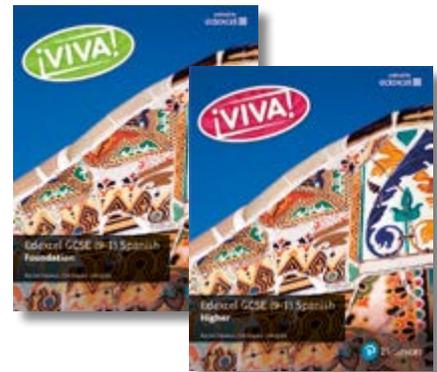
iViva! resources for Pearson Edexcel GCSE (9–1) Spanish are designed to help all of your students shine.

Providing strong continuation from our popular KS3 course, these brand new resources will drive engagement through interesting, culture-focused content, and support you to prepare your students for the Pearson Edexcel GCSE (9–1) assessments.

Five great reasons to choose **iViva!** for Pearson Edexcel GCSE (9–1):

1. Resources designed to help students of all abilities achieve their potential

Our differentiated Higher and Foundation tier resources help give students the skills to apply language to the best of their ability. Each module and unit gradually progresses in difficulty, building confidence and ensuring every student can access some content from every topic area.



2. Support to understand the new assessments and to teach the skills required

iViva! resources help embed skills such as translation, understanding authentic and literary texts and spontaneous speaking, and will clarify what is expected at each tier in the new linear assessments.

Supporting you every step of the way

We also offer extensive free support as part of the Pearson Edexcel GCSE (9–1) qualification, to help you plan for and teach the new qualifications, track and assess students' progress, and develop your professional knowledge and skills.

See pages 4-5 for full details.



3. Cultural content that motivates and brings languages to life

Students are most motivated when they are learning something new, and our resources use real-life contexts and authentic material to give a sense of purpose to language learning. They include topics that are popular with students, that teachers have told us they like teaching and that link to the Spanish culture.

4. 'Building blocks' approach to grammar supports independent language use

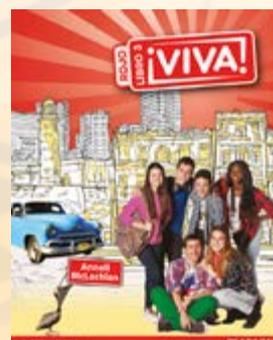
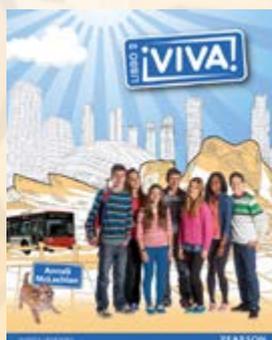
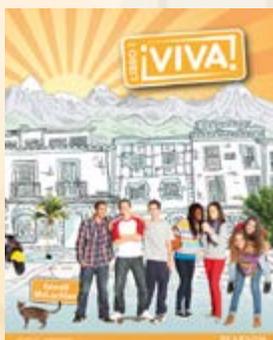
Our carefully planned progression and accessible approach helps students develop the skills needed to manipulate language independently across a range of contexts. Our Student Books are supported by a Grammar and Translation Workbook and Vocabulary Books to help reinforce these skills and ensure students always have the tools they need to learn and revise.

Embedding grammar skills: Revisit > Recycle > Revise

Key grammar concepts are revisited, recycled and revised from module to module, to embed understanding and allow practice within different contexts. An equal focus on all four skills and the interplay between them also helps reinforce learning: students encounter grammar in reading and listening, and put it into practice in speaking, writing and translation activities.

5. Seamless transition from our popular iViva! KS3 course

Resources are designed by the same languages specialists as our hugely popular iViva! KS3 course that introduces pupils to skills such as translation and understanding authentic and literary texts from the start*. Both are aligned to the Pearson MFL Progression Scale to help you track progress from 11–16. Find out more about the Progression and Assessment Materials for MFL at [pearsonschools.co.uk/mflprogression](https://www.pearsonschools.co.uk/mflprogression)



*even more GCSE-style tasks will be added to iViva! KS3 Spanish in spring 2019.

Supporting you every step of the way

Our new iViva! resources for GCSE Spanish, and the extensive free support offered as part of our Pearson Edexcel GCSE (9–1) qualification, have both been designed with the same ‘Languages for all’ approach. Together, they’ll provide you with all the support you need to help your students make the most of their potential.

Plan

We’ll help you navigate the changes and design your new GCSE course.

Teacher planning materials

ActiveLearn

Complete support to help you plan and deliver lessons. **See page 11.**

Schemes of work and course planners

For 2-year and 3-year KS4 courses.

Course materials

Accredited specifications, sample assessment materials.

Mapping charts

To help you switch to Pearson Edexcel qualifications.

Getting Started guide and Student guide

All the key details about the Pearson Edexcel GCSE (9–1) qualifications to help you get started.

Ask the experts

Our specialist languages team, including subject adviser Alistair Drewery, are on hand to answer your questions.

 020 7010 2187

 teachinglanguages@pearson.com

 @PearsonMFLquals



Teach

Our high-quality support will help you teach the skills students will need

Student Books – Foundation and Higher tiers.

Expertly structured to support all abilities, with engaging, culturally-relevant content. **See page 6.**

Grammar and Translation Workbook

Embeds understanding and gives valuable practice for both tiers. **See page 9.**

Vocabulary Books

A handy learning tool, with vocabulary from the Pearson Edexcel specification. **See page 9.**

Front-of-class teaching resources

ActiveLearn

The Student Book on screen, with audio, video and a wealth of other resources to support your lessons. **See page 10.**

ActiveBooks

A digital Student Book with audio for listening activities. **See page 8.**

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. **See page 12.**

Revise

Easy-to-use revision guides and workbooks for question practice, classroom revision and independent study. **See page 13.**

‘How to’ guides and videos featuring teaching strategies:

For grammar and translation, using literary texts, spontaneous speaking, integrating culture, answering questions in the target language, vocabulary learning, and rubrics.

Translation and literary text activities booklets

For use in the classroom or for homework to give students valuable practice.

Key:

Paid-for resources from Pearson: iViva! for Pearson Edexcel GCSE (9–1) Spanish

Free awarding body support for our Pearson Edexcel GCSE (9–1) Spanish qualification

Track and assess

We'll help you track every student's progress and prepare for the new assessments.

Online Homework, Practice and Support

ActiveLearn

Helps you track progress and encourage independent learning, with activities linked to the Student Books. **See page 11.**

Progression and Assessment Materials

ActiveLearn

Support materials to monitor student progress in all four skills. **See page 11.**

Develop

Our events support great languages teaching – and also count towards your CPD hours.

Professional Development events

Events to help you get the most out of our products, services and qualifications, which, combined, will have a greater impact on learning.

Marked student exemplars

To help you understand the standards expected at each tier.

Support for the speaking assessment

Video guide to conducting the new style of speaking assessment and past training materials.

ResultsPlus

Analysis of your students' exam performance.

examWizard

Past questions, mark schemes and examiners' reports.

Free Access to Scripts

View candidates' marked scripts online or download as a PDF.

New to Pearson Edexcel events

Online events where you can discover more about the structure, content and assessment of our new qualifications and explore teaching and delivery strategies.

Network events

Free network events in spring and autumn will focus on key aspects of language teaching and assessment and give you an opportunity to network with other local schools.

Programme of PD

Interactive workshops, delivered by experienced teachers and trainers.

Workshops include:

- Building strong foundations at KS3
- Developing and mastering speaking and writing skills
- Developing and mastering listening and reading skills
- Mastering grammar and translation
- Teaching and learning strategies for film and literature



Expertly structured Student Books

Our Student Books provide a carefully designed programme of learning in which students master the 'building blocks' of grammar and vocabulary, giving them the tools to manipulate language to the best of their ability.

- 'Punto de partida' units provide a smooth transition from KS3, and every unit and module is structured to allow gradual progression, ensuring all students can access some content from every section.
- Some overlap in level of demand between the Higher and Foundation tier books ensures Foundation students are not limited in their progress, and helps you to gauge which tier is most suitable for each of your learners.
- A revision module at the end of the book supports class-based revision for the new assessments.

Higher tier:
a taster

Questions throughout
build translation skills

The image shows two pages from a Spanish Student Book. The left page is titled '1 ¿Qué haces en verano?' and contains several sections:

- Section 1: 'Escucha y lee. ¿Qué significan las frases en español? Luego copia y completa la tabla en inglés.' This includes a table with columns for 'verb', 'weather', and 'how often / activities'. Below this is a text box '¿Qué hace David?' with a small image of a person and a dog.
- Section 2: 'Vive en Edimburgo, en el norte de Escocia. En verano el tiempo es variable. 5 veces una de paseo con mis amigos, pero rara vez hacemos una barbacoa porque hay chubascos o mucho viento (siempre llevo un paraguas cuando salgo, por si acaso). Mueve el paraguas.' This includes a small image of people walking.
- Section 3: 'Vive en Matanzas, en el noroeste de México. El clima es muy soleado y caluroso en verano, con temperaturas de más de 30 grados. ¿Qué calor! Tanto los días calientes en el día hay una brisa de la playa! De vez en cuando hay tormentas y por eso se salga - chistes en la red.' This includes a small image of a person on a beach and a compass rose.
- Section 4: 'Lee los textos del ejercicio 1 otra vez. Busca ocho verbos diferentes. Traduce los verbos al inglés y escribe el infinitivo. Ejemplo: salgo al gym - salir.' This includes a table of verb forms:

	regular		irregular	
	cambiar los verbos		cambiar los verbos	
yo	hablo	viajo	vivo	voy
tú	hablas	vias	vives	vas
él/ella/usted	habla	vía	vive	va
nosotros/as	hablamos	viamos	vivimos	vamos
ellos/ellas/ustedes	hablan	vían	viven	vienen
- Section 5: 'Imagina que vives en otro país. Con tu compañero/a, haz diálogos. ¿Dónde vives? ¿Qué tiempo hace en verano? ¿Qué actividades haces en verano?' This includes a small image of a person.

The right page is titled 'Modulo 1' and contains:

- Section 4: 'Escucha y escribe los verbos en español. Luego traduce los verbos al inglés. (3-8) (Ejemplo: I swim - they swim)'. This includes a small table:

Verb ending in...	usually refer to...
-o	yo
-as	we
-e	they
- Section 5: 'Escucha a David y lee las frases. Identifica las tres frases correctas. David vive en el sur oeste de su país. David es adicto a la tele. David y sus amigos practican mucho deporte. David y sus amigos nunca hacen natación. David toca un instrumento.' This includes a small image of a person.
- Section 6: 'Escribe un texto sobre las vacaciones. Say where you live. Say what the weather is like in summer. Say what activities you do. Say what activities your friends do.' This includes a small image of a person.
- Section 7: 'Lee el texto y completa las frases en inglés.' This includes a section titled 'Campamentos de verano con Kin Camp en México' with a photo of a group of people and a 'Zona Cultura' section:

Zona Cultura
Cada año muchos jóvenes en España y Latinoamérica pasan quince días o más en un campamento de verano. ¿Dónde disfrutas de actividades educativas, deportivas y recreativas?

'Building blocks' approach breaks grammar down into manageable chunks to help students develop a sound understanding.

Regular opportunities to learn something new about Spanish culture

Foundation tier: a taster

Regular opportunities to develop speaking skills.

The collage features several educational resources:

- Worksheet 1: ¿Cómo prefieres pasar las vacaciones?** (How do you prefer to spend your holidays?) with exercises for reading, writing, and grammar.
- Tus vacaciones ideales** (Your ideal holidays) with multiple-choice questions about preferences for destinations and activities.
- Map of Spain** highlighting cities like Cádiz, Málaga, and Alicante.
- Los españoles prefieren las vacaciones... en España.** (Spaniards prefer holidays... in Spain.) with statistics on holiday preferences.
- Irregular verbs in the present tense** table:

Verb	Yo	Tú	Él/Ella/Usted	Nosotros	Vosotros	Ellos/Ellas/Ustedes
ser	soy	eres	es	somos	sois	son
ir	voy	vas	va	vamos	vais	van
estar	estoy	estás	está	estamos	estáis	están
haber	hay	hay	hay	hay	hay	hay
haber	hay	hay	hay	hay	hay	hay

Authentic texts help prepare for the exam and shine a spotlight on the Spanish-speaking world

Looking for more sample material?
See more samples online at:
[pearsonschools.co.uk/gcspanish](https://www.pearsonschools.co.uk/gcspanish)

Answer booster helps students to see how to write a good answer.

Exam preparation unit (higher tier): a taster

Model answer helps students understand what is required.

Módulo 1 Prueba escrita

Answer booster	Aiming for a solid answer	Aiming higher	Aiming for the top
Verbs	Different time frames Look, present, future	Different persons of the verb Verbs with an infinitive Verb + que + infinitive	Present and imperfect to talk about the past. Connectives Phrases with more than one tense Verb + que + infinitive
Opinions and reasons	Verbs of opinion: He thinks, he assumes, he explains... Reasons: porque...	Exclamations: ¡Qué...! Verbs of opinion for other people: le gusta a mí...	Reasons: por que, debido que, puesto que, por eso, por que Verbs of opinion in the past: me gustó...
Connectives	y, pero, entonces	Adverbial phrases: aunque, cuando, por lo tanto, etc.	Advancing an argument: además, además de, además que, además de eso...
Other features	Qualifiers: muy, un poco, bastante Superlatives: primero, mejor, peor... Other time phrases: a menudo, siempre	Sentences with correlative conjunctions: Cuanto... más... Negatives: no... ni... ni... tampoco...	Positive/negative phrases: lo bueno es... lo malo es... Negative: no... ni... ni... tampoco... Interesting vocabulary: interesante, divertido...

A - Short writing task

- 1 Look at the task and answer the questions.
 - What type of text are you asked to write?
 - What is each bullet point asking you to do?
 - Which phrases will you need to use to answer each one?
- 2 Read Muhammad's answer on page 25. What do the phrases in bold mean?
- 3 Look at the Answer Booster. Note down eight examples of language which Muhammad uses to write a strong answer.
- 4 Look at the plan of Muhammad's answer. Write down the missing word for each gap.
- 5 Prepare your own answer to the task.
 - Look at the Answer Booster and Muhammad's plan for ideas.
 - Think about how you can develop your answer for each bullet point.
 - Write a detailed plan. Organise your answer in paragraphs.
 - Write your answer and carefully check what you have written.

Mis vacaciones

Tu amigo español, Ricardo, quiere saber cómo pasas las vacaciones. Escribe un correo electrónico a Ricardo. Debes incluir las siguientes pautas:

- dónde fuiste de vacaciones o a qué pasaste
- por qué (no) te gustó el pueblo / la ciudad
- las ventajas de diferentes tipos de alojamiento
- qué planes tienes para este verano.

Escribe aproximadamente 80-90 palabras en español.

Paragraph 1

- 1 Where I _____
- 2 _____ along about it
- 3 _____ thing about it

Paragraph 2

- 4 _____ was located
- 5 _____ was like

Paragraph 3

- 6 Opinion of staying in a _____
- 7 _____

Paragraph 4

- 8 _____ I'm going to go this year
- 9 _____
- 10 What I'm going to _____

B - Translation

- 1 Read the English text and Laura's translation of it. Write down the missing word for each gap.

In summer I go out every day because I love being outdoors. When it's nice weather I go sailing, but when it rains I prefer to chat online with my friends. Yesterday we went to the beach, but we didn't swim in the sea since it was cold. Next week it's my birthday and therefore I'm going to go to the bowling alley.

In 1 _____ salgo todos los 2 _____ porque me encanta estar al 3 _____ libre. Cuando hace buen tiempo 4 _____ vela, pero cuando 5 _____ prefiero 6 _____ en la red con mis 7 _____. Ayer 8 _____ a la playa, pero no 9 _____ en el mar debido que hizo 10 _____. La semana que viene es mi cumpleaños y por eso 11 _____ a ir a la 12 _____.

- 2 Translate the following passage into Spanish.

In the holidays I often go to the cinema given that I love watching films. Last summer I went to Fujuu in the south of France, where my best friend has a caravan. It was sunny every day and so we went sightseeing, took photos and ate lots of ice cream. Next year my parents are going to rent a house in the country.

Look out for phrases which aren't standard word for word. For example, which verb do you need to use for 'we were sightseeing'?

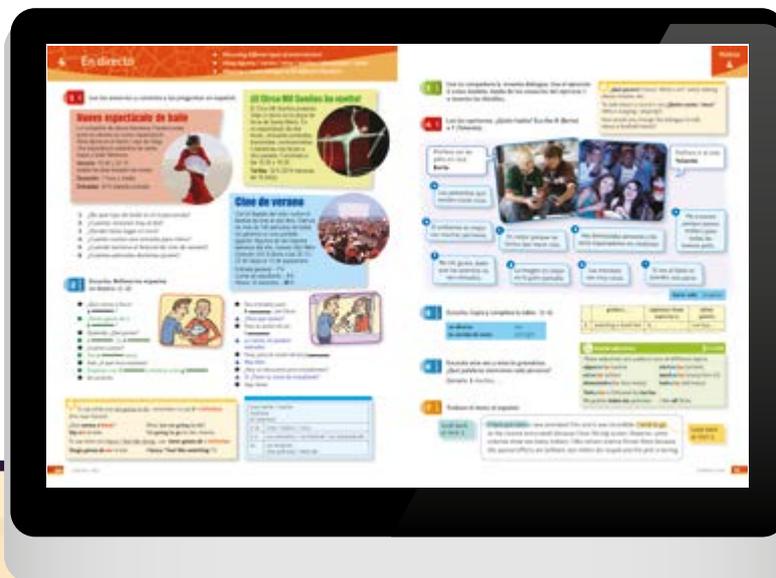
Students develop strategies for approaching the task.

Students develop translation skills. For example – strategies for accurate verb formation.

Also available: ActiveBooks*

The ActiveBook, a digital version of the Student Book, is available for Foundation and Higher tiers, with audio content for all listening activities.

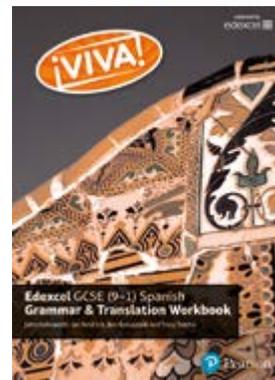
*Available on an annual subscription



Grammar and Translation Workbook

A dedicated workbook to help consolidate grammar learning and translation skills, spanning Higher and Foundation tiers and supporting you to teach students to use language independently.

- Explanations of key grammar points, verb tables, and exercises to embed grammatical knowledge.
- Translation exercises and strategies for translation both into Spanish and into English.
- A bank of revision translations bringing together grammar and vocabulary from throughout the course.
- Clear links to the Student Books for easy planning.



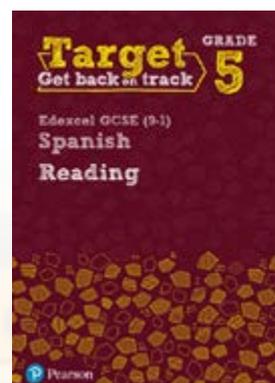
Vocabulary Book

A handy vocabulary learning tool containing key vocabulary from the Edexcel specification.

- Key vocabulary arranged by topic.
- Ensures students always have the vocabulary they need for learning and revision.
- Workbooks available in packs of 8 (Foundation or Higher tier).

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. See page 12.



FREE support for teaching grammar, translation, vocabulary and more!

Don't miss out on free downloadable **teacher guides** and **videos**, **classroom activities** and more. Explore the range of free support provided as part of the Pearson Edexcel GCSE (9–1) Spanish qualification at quals.pearson.com/modernlanguages



ActiveLearn

ActiveLearn brings together easy-to-use, time saving tools and resources to help you plan, teach, track and assess. It provides all you need to create a personalised teaching and independent learning experience both in and outside the classroom.

Front-of-Class resources for inspirational lessons

The full Student Book on screen, with audio, video and a wealth of other resources to support your lessons.

With all the audio for the Student Book provided, you can do listening activities at the click of a button.

Zoom in on key tasks.

The screenshot displays two pages from a Spanish Student Book. The left page, '¡Destino Barcelona!', includes a listening exercise (1) with a table for notes, a grammar section on 'La mejor fue cuando...' and 'La peor fue cuando...', and a 'Zona Cultura' section about the Sagrada Família. The right page, '¡Explora Barcelona en Segway!', features a Segway advertisement, a reading task (1) about the website, and a listening task (2) with a table for notes. A video window in the bottom right shows the Sagrada Família.

Video launches into action from the pages of the Student Book, bringing each module to life.

Online homework and practice exercises

Online homework and practice exercises provide listening, reading, vocabulary and grammar activities linked to the Student Book.

- Instant self-marking motivates learners to try again or proceed with further work.
- Differentiated activities help pupils progress at their own pace and level.
- Learning aids such as vocabulary lists or grammar boxes can be accessed for support.
- Reports give teachers an overview of a student's or group's progress.
- Two-way feedback helps give a clear picture of how students are feeling about a topic to allow effective follow up.

Try out ActiveLearn

Try new front-of-class resources and online homework and practice exercises for free, and see how they can help you bring languages to life in your classroom, encourage independent learning and track student progress.

pearsonschools.co.uk/gcspanish

Teacher Planning Materials

Complete support to help you plan and deliver lessons, including:

- simple, easy-to-follow teacher notes
- schemes of Work to save you valuable planning time
- ideas for starters and plenaries for every lesson
- answers to exercises and transcripts for all audio.

These materials are also available to purchase separately.

Support your 11–16 planning with our new free interactive schemes of work

Progression and Assessment Materials

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

- Formulate 9–1 grade predictions easily.
- Identify strengths and weaknesses.

Find out more about the progress assessments for MFL at pearsonschools.co.uk/mflprogression

Audio Files

All audio files for the Student Books are provided, within ActiveLearn front-of-class material. These resources are also available to purchase separately as online downloadable files for use in a language lab.

Target

Get back on track

Intervention: As needed throughout KS4

Focused intervention support

- Targets the key misconceptions, skills and barriers holding students back.
- Use when your students need an extra boost or to focus on particular skills.
- Helps students to overcome key barriers to learning at each grade range, with a unique structured approach.

Get started

8 Translating into Spanish

This unit will help you to be successful at translating from English into Spanish. The skills you will build are to:

- avoid translating word for word
- use the correct Spanish equivalents for certain verbs and phrases
- make sure your translation is accurate.

In the exam, you will be asked to tackle translating tasks such as the one below. This prepares you to look out for potential problems and translate correctly into Spanish. In this example a student has translated the English into Spanish correctly.

Exam-style question

El medio ambiente
Traduce las frases al español.

(a) Global warming is a very serious problem.
El calentamiento global es un problema muy serio.

(b) There is a lot of traffic.
Hay mucho tráfico.

(c) I like being a volunteer.
Me gusta ser voluntario.

(d) We are going to plant trees near the school and pick up litter.
a Vamos a plantar árboles cerca del instituto y a recoger basura del suelo.

(e) Last week, I went to school on my bike every day.
La semana pasada, fui al instituto en bici todos los días.

The three key questions in the **skills boosts** will help you translate from English into Spanish.

1 How do I avoid translating word for word?

2 How do I use the correct Spanish equivalents for certain verbs and phrases?

Look at the sample student answer on the next page.

Skills boost

1 How do I avoid translating word for word?

- Certain words and phrases in Spanish cannot be translated literally. You need to know how they are expressed in Spanish.
- Prepositions can be used differently in English and Spanish.

In Spanish you use the verb 'to have' (*tener*) with age, not the verb 'to be' as in English: *Tengo 15 años*.

- You also use *tener* to express phrases such as 'I'm hot' and 'I'm hungry': *Tengo calor / tengo hambre*.
- Spanish has two verbs for 'to play': *jugar* (to play a sport) and *tocar* (to play a musical instrument).

1 The English sentences below contain words and phrases that cannot be translated literally.

(a) Circle (C) the correct option to complete the sentences.

(b) Write (E) a note in the space provided to explain your choice.

i My brother is 24 and he works as a fireman.
Mi hermano es / **(C) tiene** hace 24 años y trabaja de bombero.
Explanation: *Use tener with age, not ser.*

ii Today it is sunny and hot.
Hoy hace sol y es / **(E) tiene / hace** mucho calor.
Explanation: *Use desde hace with the present tense to say how long you have been doing something.*

iii Our cat is very thin and he's always hungry.
Nuestro gato es muy delgado y siempre **(E) tiene / es / está** hambriento.
Explanation: *Use tener with hunger, not ser.*

iv José plays the guitar quite well but he plays football very badly.
José **(E) juega / toca / hace** la guitarra bastante bien, pero juega mal fútbol.
Explanation: *Use jugar with sports, tocar with musical instruments, and hacer with activities.*

v Sandra has been learning English for five years.
Sandra estudia inglés **(E) durante / hace / desde hace** cinco años.
Explanation: *Use durante for a period of time, hacer for a duration, and desde hace for an action starting in the past and continuing to the present.*

2 Complete (C) the sentences below by choosing the correct preposition.

a en de por en de

Be careful to use the correct preposition when you

(a) El año pasado, fuimos vacaciones a Francia.
(b) Pablo es el chico más alto mi clase.
(c) casa tenemos un perro y dos conejos.
(d) Reparto periódicos la mañana.
(e) Me gusta ir al instituto pie, pero es más rápido ir en autobús.

Sample response

To translate effectively, you need to:

- avoid translating word for word
- use the correct Spanish equivalents for certain verbs and phrases
- make sure your translation is accurate.

Do the translated sentences in the sample student answer below follow the three points above about translating effectively?

Exam-style question

Mi ciudad
Traduce las frases siguientes al español.

(a) I live in a big city. (2)

(b) We get on well with our neighbours. (2)

(c) I like living in the city because my house is near a park. (2)

(d) Last month, I recycled glass, paper and lots of plastic bottles. (3)

(e) Next year my friends and I are going to organise an event about health. (3)

(12 marks)

(a) Vivo en una **grande** ciudad.
(b) Nos llevamos bien con **mis** vecinos.
(c) Me gusta **vivir** en la ciudad porque mi casa **está** cerca **de** un parque.
(d) El **último** mes, **reciclé** vidrio, papel y **muchas** botellas de plástico.
(e) El año que viene, **mi** amigos y yo **vay** a **organizar** un evento sobre **la** salud.

1 The translated sentences above contain mistakes, highlighted in yellow. Rewrite (E) the sentences correctly, using the checklist to help you.

Checklist

In my answer, do I ...

- avoid translating literally?
- use the correct Spanish equivalents for certain verbs and phrases?
- use the correct prepositions?
- make adjectives agree correctly?
- make adjectives such as mucho, poco and demasiado agree with nouns?
- make possessive adjectives agree with nouns?
- use infinitives after verbs expressing likes and future plans?
- use the correct verb tenses?
- use correct spelling and accents?

62 Unit 8 Translating into Spanish

Introduce key skill or barrier for which intervention is needed

Consolidate understanding of the skill in the context of an exam-style question

Use the **Target** and **REVISE** series to prepare students fully for Pearson Edexcel GCSE (9-1) French, German and Spanish

REVISE

Revision: Final preparation for exams and mocks

The smart way to revise GCSE content

- Whole-course content revision for every ability and level.
- Use at key revision times to recap, check and practise skills and knowledge.
- Step by step, recap the course with one topic per page.

Cover revision of course content thoroughly with one topic per page

Had a look Nearly there Nailed it! Identify and culture

Describing family

You often need to talk about your own family.

¿Cómo es tu familia?

Me parezco a mi hermano menor / mayor.
I look like my younger / older brother.
Me llevo bien con mis primos.
I get on well with my cousins.
Me llevo mal con mi hermanastra.
I don't get on well with my stepsister.



padre abuelo madre abuela
hijo hija
mi madrastra my stepmother
mi padrastro my stepfather
mi tío / tía my uncle / aunt
su marido, su esposo her husband
su mujer, su esposa his wife

Possessive adjectives

Possessive adjectives agree with the describe, not the person who 'possesses'.

	m. sing.	f. sing.	m. pl.
my	mi	mi	mis
your (sing.)	tu	tu	tus
his / her / its	su	su	sus
our	nuestro	nuestra	nuestros / nuestras
your (pl.)	vuestro	vuestra	vuestros / vuestras
their	su	su	sus

Mis padres están divorciados. My parents are divorced.
Nuestros padres están separados. Our parents are separated.
Sus padres están casados. His/Her/Their parents are married.

Worked example

Escucha la entrevista con Carmen y pon una cruz X en la respuesta correcta. (1 mark)
Según Carmen, es importante ...
 A compartir cosas con su familia
 B tener padres que estén casados
 C tener hermanos mayores
 D ver a sus padres cada día

Para mí, pasar tiempo con tus parientes es importante.

Exam alert

When the multiple choice options are similar, work out what the recording is about. You can often get the gist by understanding the family means 'with your family'.

To answer this question correctly, you need to know that parientes is a false friend: it means 'relatives', not 'parents'.

Now try this

Escucha la entrevista entera y pon una cruz X en la respuesta correcta. (1 mark)
Carmen tiene una mala relación con ...
 A su madre
 B su padre
 C sus parientes
 D sus hermanos

Remember to read all the options carefully before you listen.

Step-by-step revision of all topics

Level indicators on the page allow students to progress at a speed that is right for them

Had a go Nearly there Nailed it!

Identify and culture

Describing family

Marta's family

1 Read this letter from Gemma's Spanish friend, Marta, about her family.

¡Hola Gemma!

Antes de visitarnos en abril, deberías saber un poco de la familia con quien vas a vivir. Mis padres, Begoña y Pablo, están casados desde hace casi veinte años - es su aniversario pronto - han vivido en este pueblo toda la vida. Mi hermano, Diego, es el hijo mayor y se parece mucho a mi padre. De vez en cuando tienen alguna disputa pero nunca nada serio. Luego, estoy yo - dos años menor que Diego - y por fin, Lucía, la pequeña, que solo tiene siete años. Nuestra abuela, Rosa, vive en la casa de al lado y comparte la casa con nuestra tía, Ana, que es soltera. Estoy segura que te va a gustar nuestra familia y nuestros parientes. ¡Estarán un poco locos pero son muy amables!

Un abrazo
Marta

Complete the sentences by putting a cross [x] in the correct box or boxes for each question.

Be careful: two of the questions require two boxes to be crossed.

Example:	The couple married for 19 years are	Begoña	Diego	Lucía	Marta	Pablo	Rosa	Ana
A	The child who looks like one of their parents is	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	The ones that argue occasionally are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The girl a bit younger than her brother is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	The youngest child is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Their neighbours are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	The unmarried aunt is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(8 marks)

Gemma's family

2 Gemma has recorded a description of her family for Marta.

Listen to the recording and complete the gap in each sentence using a word from the box below. There are more words than gaps.

badly divorced eight room sister stepfather stepbrother
well married eleven bed brother father cousin

Gemma's parents have been for years.

Gemma has one and they live with their mother and

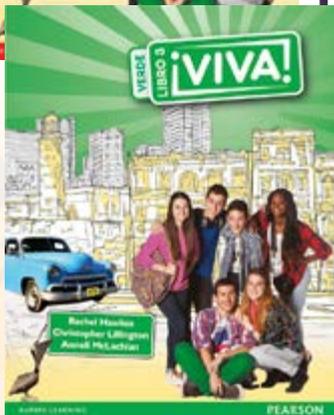
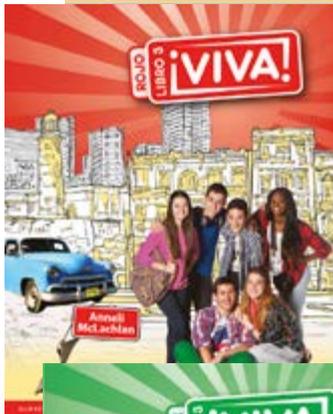
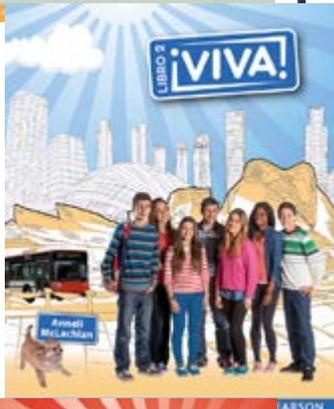
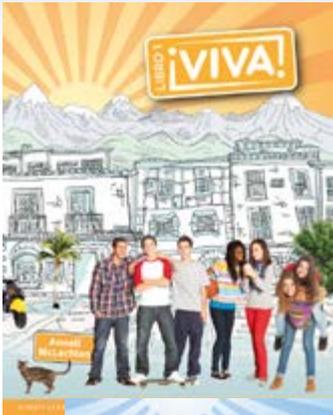
Gemma has to share a with her sister. They get on very with David.

(7 marks)

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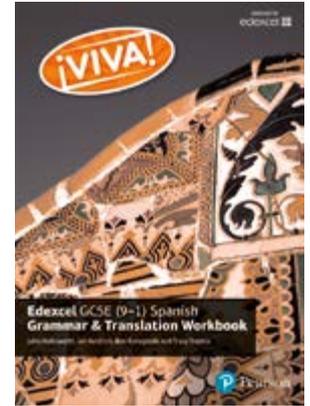
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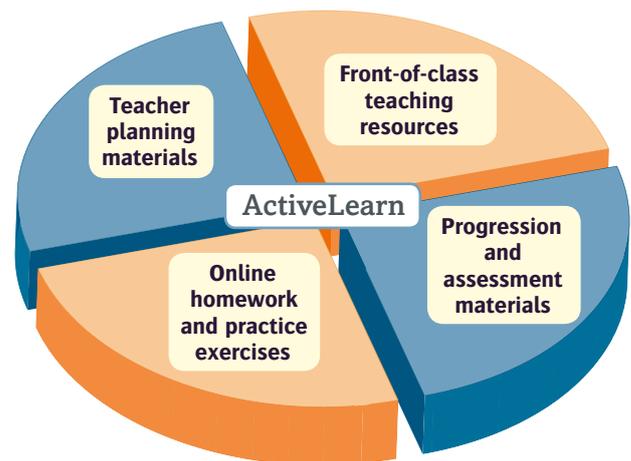
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