

**2024 Pearson Edexcel French,
German and Spanish GCSE Resources**

Your guide to our new resources

First teaching: 2024

First assessment: 2026





Created with and for teachers, our brand-new resources for the 2024 Pearson Edexcel MFL GCSEs are designed to help all your students connect to and make progress in languages.

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More than words

Teaching GCSE languages is about much more than simply 'delivering' a specification — we want to help students connect with languages and spark a curiosity that stays with them well beyond the classroom. In developing our 2024 resources, we have thought carefully about how to combine logical grammar progression, comprehensive vocabulary and phonics coverage and systematic exam preparation within engaging, topic-driven modules — to enable students to speak and write about the things that they care about most.



Relatable and engaging

Language learning is as much about cultural connection as it is about vocabulary and grammar. You consistently told us that students make most progress in languages when they are engaged through real-life contexts and culturally authentic materials. Building on popular approaches from *Dynamo*, *¡Viva! Segunda Edición* and *Stimmt!*, we have put culture and authenticity at the centre of these new resources, making it the launch-point of all learning so that students are engaged, inspired and are developing into global citizens.



Student-centred

Like you, we are passionate about sharing and growing a love of languages. By putting students at the heart of our thinking, we have created resources that cater to the needs of all learners, regardless of their background, ability level or reason for studying a language. Accessibility and inclusion have been foremost in our minds as we develop the new GCSE materials, to ensure all students are supported, extended, and feel represented by these new resources.



Confident linguists

To succeed in languages, students need to be able to confidently use and manipulate grammatical structures. We have worked with authors and experts to develop a fresh, innovative approach to the teaching of grammar that helps students overcome the challenge of applying grammar in context.



Exam readiness

GCSE change can mean unfamiliarity with new types of assessment and the concern that students may not fulfil their potential in the final exam moment. Our new courses include comprehensive revision and assessment materials, matched to the style of the new exams, that support you and your learners in practising for and building confidence in the final assessments.

Register your interest

or find out more information at
[pearsonschoolsandfecolleges.co.uk/
MFLKS424](https://www.pearsonschoolsandfecolleges.co.uk/MFLKS424)

Supporting you with the new changes



The new French, German and Spanish GCSEs have been introduced for first teaching from 2024 and first assessment from 2026. These GCSEs incorporate new requirements as set out by the Department for Education and Ofqual.

Key changes in the new GCSEs



How our new courses support you



Vocabulary lists

The new Pearson Edexcel 2024 MFL GCSEs include specified lists of vocabulary that will be assessed in both receptive and productive tasks. This list comprises 1200 words to be used at both Foundation and Higher tier and an additional 500 words to be used at Higher tier only.

From the earliest stages of planning, we have mapped out where vocabulary will be introduced and recycled within and across modules, and monitored this throughout the development of the resources to ensure comprehensive coverage. The specification vocabulary is woven throughout the learning, in an embedded and contextualized way to support knowledge retention.

Grammatical structures

The new Pearson Edexcel 2024 MFL GCSEs include lists of the full grammar content that will be assessed in both receptive and productive tasks at each tier.

A logical, systematic grammar progression forms the spine of our new GCSE resources, with regular grammar features on each spread. An all-new integrated approach to teaching grammar across all four skills gives contextualised practice of structures and helps with retention of language.

Phonics

For the new GCSEs, there is a greater emphasis in the subject content on the explicit teaching and assessment of phonics, which in turn will be assessed through dictation and read aloud tasks.

Phonics is systematically taught throughout our new resources, both within the Student Books and ActiveHub materials, and practised within activities (e.g. transcriptions) that build the required skills for the final exam.

Assessment style

In the listening activity, the extract is repeated three times.

All listening revision and assessment materials in our courses reflect the three repeats approach.

The listening paper includes a thematically related dictation task where students are assessed on their ability to transcribe from spoken into written.

Student Book and Active Hub resources provide regular practice and development of listening skills, including exam-practice materials that reflect the approach of the final exams. Scaffolded activities support transcription to build students' skills and confidence.

Students undertake a transactional roleplay, in a setting taken from a defined list with the task card chosen by Pearson Edexcel. The types of interaction are defined in the specification.

There are regular roleplay activities throughout the materials, and tips linked to those activities to build confidence in the speaking exam, including roleplays. Exam and revision materials give further practice and mirror the style of the final exams.



© Getty/Marco Bottigelli



To find out more about how the Pearson Edexcel qualifications stand apart, **please explore this infographic.**

Supporting you at Key Stage 3

Featuring all-new digital materials to support phonics and vocabulary acquisition, our popular KS3 courses *Dynamo*, *¡Viva! Segunda Edición* and *Stimmt!* have been updated to lay the foundations for the 2024 MFL GCSEs. These exciting new updates include:

- A phonics scheme of work for each language, based on the sounds of the 2024 MFL GCSE subject criteria.
- Receptive and productive activities that build confidence in transcription and dictation.

- Ready-to-use PowerPoint activities with embedded audio, video and games that help you introduce, practise and recycle key sounds in your classes.
- Ready-made vocabulary grids for most teaching spreads, to save you preparation time.
- Vocabulary building grids to support all students in learning and producing key structures.
- Vocabulary building worksheets to provide further practice and consolidation.



[Find out more](#)

Course overview



Created with and for teachers and students, our brand-new Pearson Edexcel MFL GCSE resources support all learners to succeed. With exciting, culture-focused content and a meticulously designed progression through key language skills, these new courses engage students in their learning and prepare them for the new assessments.

Differentiated Higher and Foundation Student Books, designed to track each other in terms of topics and content, to support mixed-ability teaching.

Developed by the team that brought you popular language resources such as *Dynamo*, *¡Viva! Segunda Edición*, *Studio* and *Stimmt!*

Cultural units at the start of every module, providing engaging, relatable contexts from which the learning is launched.

A carefully planned grammar progression throughout the print and digital materials, with structures systematically built up and recycled to develop confidence and mastery.

Integrates the specification vocabulary through engaging, topic-driven modules of work.

All-new ActiveHub digital learning platform, developed specifically to meet the needs of language learners and teachers.

Enhanced front-of-class teaching tools and functionality in ActiveHub, building and improving on the ActiveLearn experience.

A wealth of easy-to-adapt front-of-class teaching resources in ActiveHub, providing additional support and extension for students.

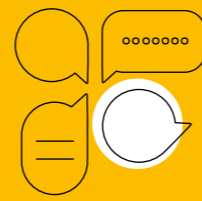
Independent learning that provides mobile-friendly practice and consolidation of key vocabulary and grammar taught in class.

Comprehensive assessment support in the style of the final exams, both within the Student Books and as part of the assessment support in ActiveHub.

	Foundation	Higher	
Student Books			
Pearson ActiveHub	<p>Learning resources</p>	<p>Assessments</p>	<p>Insights</p>
Revision			



Intelligent design: vocabulary



A contextualised approach

You've told us that learning a language is about more than words. Mastering key vocabulary should be a springboard to discovering much more — and that's why in developing our new GCSE resources, we have created schemes of work that provide comprehensive coverage of the Pearson Edexcel vocabulary lists, but in a way that is woven into engaging, relatable topics of study.

Step 1



Planning

In working with authors and experts to develop the schemes of work, we have meticulously planned how the vocabulary in the lists should best appear within and across topics.

Module and unit	Specification subjects	Grammar coverage	Phonics and skills coverage	Vocabulary (examples)
Mod 1 Tu as du temps à perdre? Culture unit: Fêtes et jeux	Social media and gaming; Sports; Music	Using <i>aimer</i> + noun and <i>aimer</i> + infinitive	Phonics <ul style="list-style-type: none"> The letter <i>é</i> Final consonants <i>d, n, s, t</i> and <i>x</i> are usually silent Liaison before a vowel Skills <ul style="list-style-type: none"> Pronunciation 	<i>À mon avis, c'est ...</i> <i>Je suis d'accord. / Je ne suis pas d'accord.</i> <i>Est-ce que tu aimes ...?</i> <i>J'adore ... / Je préfère ... / J'aime ... / Je n'aime pas ... / Je déteste ...</i>
Mod 1 Tu as du temps à perdre? Unit 1: <i>Ma vie en ligne</i>	Social media and gaming; Music; Shopping	Using the present tense of regular <i>-er</i> verbs	Phonics <ul style="list-style-type: none"> Silent final <i>'e'</i> and silent final consonants like <i>-s, -t</i> and <i>-x</i> The verb endings <i>-e, -es</i> and <i>-ent</i> are also silent. Cognates with French accent Skills <ul style="list-style-type: none"> Discussing pros and cons: <i>pourtant / cependant</i> 	<i>Qu'est-ce que tu fais en ligne ...?</i> <i>Est-ce que tu fais ça souvent?</i> <i>Je passe/joue/partage /télécharge ...</i> <i>Je fais ça souvent / tous les ...</i> <i>C'est très/vraiment/trop...</i> <i>À mon avis, internet est ...</i>

Step 2

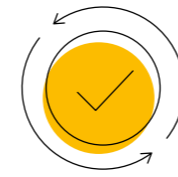


Tracking

As we have written and developed the resources, we have closely tracked where key vocabulary appears and is recycled, adjusting as necessary to ensure we are providing the right amount of coverage and repetition.

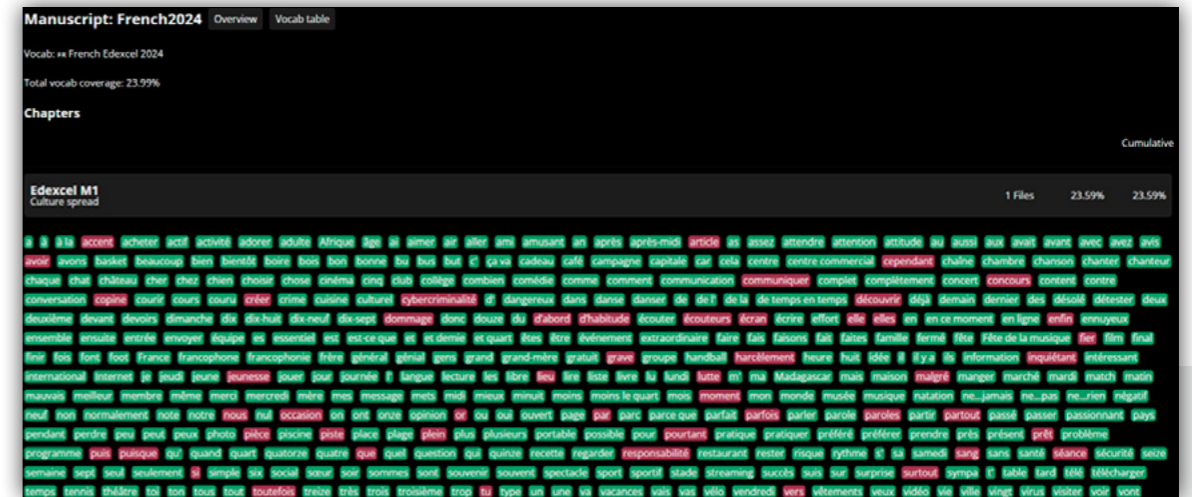
EDEXCEL				Edexcel M1	Edexcel M1 U1	Edexcel M1 U2	Edexcel M1 U3	Edexcel M1 U4	Edexcel M1 U5
Item	Tier	Edexcel French	Edexcel English	Culture spread	Online activities; pros and cons of the	Sports; activities you do; instrument	Cinema; TV; online videos	Weekend activities; a typical weekend	The Francophone Games; artistic and
1	F	a		1	1	1			
2	F	à	at, to, in, on						
3	F	à la/à l'	at the, to the, in the, on the (f)						
8	F	absolument	absolutely						
9	H	accent	accent						

Step 3

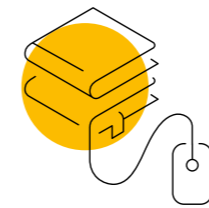


Recycling

We have developed a bespoke AI tool that allows us to instantly look within and across modules to see where vocabulary items appear and re-appear and where further finessing of the scheme of work is needed, to ensure the resources work seamlessly alongside it.

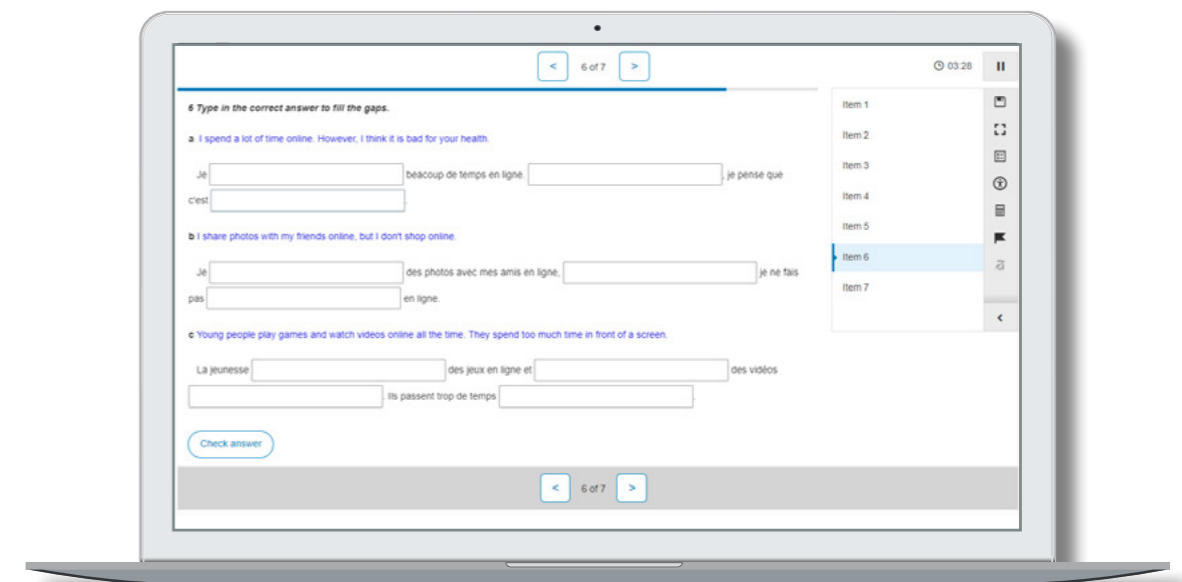


Step 4



Practice

Through our brand-new digital teaching and learning platform, ActiveHub, students can access additional independent practice of vocabulary items, building on their in-class learning to further consolidate this key area of knowledge retention. This provides auto-marked, repeated practice of the Pearson Edexcel vocabulary list with specific practice for Higher and Foundation tier students.



Intelligent design: mastering grammar



Our 2024 Pearson Edexcel MFL GCSE resources take a new, innovative approach to learning and mastering grammar. Developed with authors and subject experts, this contextualised approach to embedding grammar across receptive and productive skills helps develop students' confidence in using and manipulating structures.

Logical grammar progression

Over 25 years of developing market-leading courses — from *¡Mira!* to *¡Viva!*, *Echo* to *Stimmt!*, *Expo* to *Dynamo* — our team of authors and subject experts have continuously evolved and refined the progression through grammar for each language, to ensure grammar and structures are introduced and build on each other in a logical order.

Module 1: Tu as du temps à perdre?

Unit	Grammar progression
Culture unit: <i>Fêtes et jeux</i>	Using opinion verbs with nouns and infinitives
Unit 1: <i>Ma vie en ligne</i>	Using simple present tense verbs (-er verbs) Using time frequency expressions
Unit 2: <i>Tu as une vie active?</i>	Using the present tense with irregular verbs <ul style="list-style-type: none"> avoir, être, aller, faire, Je bois, Je lis Using partitive articles after <i>faire</i> with sports / instruments Negation
Unit 3: <i>Qu'est-ce que tu regardes?</i>	Asking questions Using the present tense with -ir verbs
Unit 4: <i>Qu'est-ce qu'on va faire?</i>	Using the near future tense
Unit 5: <i>Qu'est-ce que tu as fait?</i>	Using the perfect tense Verbs with avoir and with être High-frequency irregular verbs
Unit 6: <i>J'ai participé aux Jeux de la Francophonie!</i>	Consolidating present and perfect tense of regular and irregular verbs Question formation with inversion
Grammar 1 (consolidation and reinforcement)	Using the present tense for regular verbs Using the present tense for irregular verbs Using negatives Forming questions
Grammar 2 (consolidation and reinforcement)	Using the near future tense Using the perfect tense Using negatives in the perfect tense Asking questions in the perfect tense Using the present tense and perfect tense together

Example grammar progression from Pearson Edexcel French GCSE French Student Book.

Integrated grammar teaching

Each Student Book module now includes two dedicated grammar teaching spreads, with a variety of engaging tasks across listening, speaking, reading and writing to help embed knowledge. These new spreads extend and build on the grammar from the core teaching spreads.

Consolidation

Auto-marked activities on ActiveHub provide additional practice of grammar points, building on in-class learning, to further consolidate students' knowledge and build their confidence.

Removing barriers

The integration of grammar into the topic of the module allows students to practise structures without the surrounding vocabulary forming a barrier to their understanding.

Revisiting structures

Within and across modules, key grammar concepts are revisited at regular intervals, with each encounter increasing in complexity and building on prior knowledge. This spaced repetition is designed to support deeper understanding and retention over time.

Combining structures

New grammar revision spreads throughout the Student Books encourage students to use grammar flexibly, helping them revise and combine structures to target higher grades.

Grammar is taught and practised in all four skills at the end of the module to increase engagement and retention of language.

Grammar boxes extend the grammar from core teaching spreads, helping students to fully understand and use the language.

Gramática 1

Me gusta(n) / Me gustaría (Cultura, page 31)

1 Listen and write down the phrase which should replace each beep in the sentence (*me gusta, me gustan or me gustaría*). Listen out for clues such as singular/plural nouns, infinitive verbs and time phrases.
Example: 1 *Me gusta* (mucho) el paisaje hermoso de la región.

2 Translate these sentences into Spanish.
Example: 1 *Me gustaría ir a un parque acuático porque...*

- I would like to go to a water park because I like swimming.
- I really like animals and therefore I would like to go horse riding.
- When it is sunny, I like doing water sports.
- I don't like going to the beach because I don't like the sand.
- I love birds and trees and therefore I would like to walk through the forest.
- I would like to visit Seville because I love to go sightseeing.

3 Look at this webpage and write eight sentences about what you can do in Córdoba. Try to use a different infinitive verb in each sentence (e.g. *ver, probar, apreciar...*).
Example: 1 *Se pueden descubrir los jardines del Alcázar.*

¿Cómo se puede aprovechar al máximo una visita a Córdoba?

Use these impersonal verb phrases to say 'you/one can...':
Se puede + infinitive + singular noun
Se pueden + infinitive + plural noun
Se pueden visitar el museo, pero no se pueden sacar fotos.
You can visit the museum but you can't take photos.

Where the verb is not directly followed by a noun, use *se puede + infinitive*.
Se puede pasear por el bosque.
 Where there are two or more nouns, use *se pueden + infinitive*.
Se pueden apreciar el parque y el río.

Comparatives (Unit 1, page 33)

4 Translate these puzzles into English to work out each person's preference.

1 Marc prefers to travel by... 2 Eva would prefer to visit...
 El tren es **más** rápido que el barco.
 Sin embargo, el tren es **tan** caro como el autobús y **menos** cómodo que el avión.
 El coche es **menos** seguro que el avión y también es **más** lento.
 Además, los retrasos en el aeropuerto son **menos** frecuentes que en la estación de trenes.
Marc
 Me gustaría ir a la costa, pero es **más** caro que ir al campo. También, las vistas en el campo son **más** bonitas que en la costa.
 En la capital las tiendas son **mejores** que en el campo, pero la capital es **menos** tranquila.
 Para mí, el precio y el paisaje son **más** importantes que las compras.
Eva

5 Use exercise 4 to write three comparison sentences of your own. Extra challenge: try to write your own puzzle using the comparative.

Use a 'comparative sandwich' with an adjective or adverb.
 • **más** que more...than...
 • **menos** que less...than...
 • **tan** como as...as...
 La costa es **más** bonita que la ciudad. The coast is **prettier** than the city.
 These comparatives are irregular:
 • **mejor** que better than...
 • **peor** que worse than...
 • **mayor** que bigger than...
 • **menor** que smaller than...
 Granada es **mejor** que Madrid para hacer turismo. Granada is **better** than Madrid for sightseeing.
 The adjective must agree with the first noun mentioned. However, when used to compare two infinitives, it doesn't agree.
 Visitar la capital es **tan** caro como ir al extranjero. Visiting the capital is as expensive as going abroad.

Superlatives (Unit 2, page 34)

6 Read the grammar box on page 34 and then write the jumbled words below in the correct order to form superlative sentences. Translate each one into English.
 Example: 1 El plato más rico es la paella. / La paella es el plato más rico. The tastiest dish is paella. / Paella is the tastiest dish.

- más el plato rico la paella es
- es la batalla peligrosa más
- la ciudad hermosa es Córdoba más
- las costumbres las fiestas más interesantes son
- importante el aspecto más la ropa es de la fiesta

7 In pairs, discuss these results of a survey in Spanish. Remember to make adjectives agree.

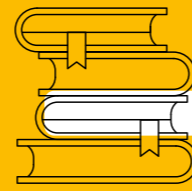
City	Festival
• Most historic - Cádiz	• Most fun - La Feria de Abril
• Most beautiful - Granada	• Oldest - Las Fallas
• Most interesting - Valencia	• Most well known - La Tomatina
• Best - Seville	• Best - El Día de los Muertos

Dish	Aspect (of the festival)
• Tastiest - pan con tomate	• Most important - the music
• Most typical - pescadito frito	• Most popular - the food
• Most famous - paella	• Best - the parade
• Best - tortilla	• Worst - the noise

Colourful, varied, culturally rich activities allow for fully integrated, effective grammar teaching, for better classroom delivery, as well as independent practice.

Practising the structures within the module topic allows students to focus on grammar without the vocabulary presenting a barrier.

Student Books



Our Foundation and Higher tier Student Books are structured around a carefully designed scheme of work, helping students learn and master the building blocks of grammar, vocabulary and phonics through culture-rich, topic-based modules.

- Inspiring new approaches to learning languages, with diverse and inclusive materials throughout that help students write and speak about the things they care about most.
- Topics in the Student Books have been designed to create fully parallel teaching resources for both Foundation and Higher tiers, to support teaching in mixed-ability settings.
- All-new integrated grammar approach develops students into confident linguists who can manipulate structures.
- Specification vocabulary is embedded and recycled through engaging topics that students can relate to.
- Comprehensive revision and exam practice spreads build familiarity and confidence with the new assessments.

Diverse and inclusive material aims to connect with all students.

Every module opens with culture pages.

The screenshot shows a page from a student book. The top section is titled 'Module 1 Tu as du temps à perdre?' and 'Fêtes et jeux'. It includes a listening exercise (A) about '10 jours sans écrans' and a reading exercise (B) about 'La Fête de la Musique à lieu tous les ans, le 21 juin'. There are also grammar exercises (C and D) related to the Francophonie. The page is colorful and includes images of people and a world map.

Rich visuals support initial thinking and classroom discussion on the language introduced.

Magazine-style content and lighter tasks provide an exciting and accessible way into each module.

To access more samples, please [register your interest](#).

Diverse, inclusive, and relevant content will engage students from the start of each unit.

The screenshot shows a page from a student book. The top section is titled 'Module 2 Was machst du online?'. It includes a listening exercise (A) about 'Halle! In meinem Zimmer habe ich einen Computer...' and a reading exercise (B) about 'Ich bin nie auf sozialen Medien...'. There are also grammar exercises (C and D) related to separable verbs and devices at home. The page is colorful and includes images of people and a laptop.

Grammar is presented in a clear and familiar way, breaking down barriers to learning. Grammar boxes point to grammar spreads at the end of each module.

Vocabulary in all activities is based on the specification vocabulary lists, with additional glossing for unknown or challenging words and expressions.

The screenshot shows a page from a student book. The top section is titled 'Module 3 Mis últimas vacaciones'. It includes a listening exercise (A) about '¿Qué tal tus últimas vacaciones?' and a reading exercise (B) about 'Acabo de visitar Cartagena...'. There are also grammar exercises (C and D) related to giving opinions and using 'acabar de + infinitive'. The page is colorful and includes images of a car and a beach.

Phonics are systematically presented in a way that is familiar from KS3, and practised within activities, e.g. transcription, that builds skills for the exam.

The screenshot shows a page from a student book. The top section is titled 'Module 2 Was sind die Vorteile von Technologie?'. It includes a listening exercise (A) about 'Hallo zusammen! Ich 1 einen 2 über Technologie...' and a reading exercise (B) about 'Welche Geräte benutzt du?'. There are also grammar exercises (C and D) related to German words with 'sch', 'sp' or 'st' and modal verbs. The page is colorful and includes images of people and a laptop.

Culture, people and places from the target language culture add rich background and context, to engage students and give breadth and depth to their knowledge.

The screenshot shows a page from a student book. The top section is titled 'Module 2 Un día de excursión por Málaga'. It includes a listening exercise (A) about '¿Qué tal tus últimas vacaciones?' and a reading exercise (B) about 'Acabo de visitar Málaga...'. There are also grammar exercises (C and D) related to giving opinions and using 'acabar de + infinitive'. The page is colorful and includes images of Málaga landmarks.

Familiar tip boxes, like our KS3 resources, point to strategies, skills and reminders that will help students to learn better.



Our comprehensive, digital resources are powered by ActiveHub, our new powerful digital teaching and learning platform that provides a streamlined front-of-class teaching experience. Developed and tested with teachers from the outset, ActiveHub provides you with the resources, functionality and insight you need to maximise the progress of your learners.

ActiveHub Front-of-Class eBook

- Builds on the ActiveLearn teaching service, but with new and improved functionality and usability developed with languages teachers.
- Contains all the audio and transcripts for the Student Book, along with enhanced audio playback functionality that makes carrying out listening activities easy to manage.
- Features an onscreen Student Book with a rich bank of time-saving digital resources, helping you start to teach the new GCSEs with confidence.
- Includes a wide array of resources, including grammar quizzes and worksheets, speaking confidence worksheets, vocabulary building grids, phonics PowerPoints and enhanced answer PowerPoints.
- Includes easy-to-follow teacher notes and comprehensive schemes of work to help you plan and deliver lessons.



© Getty/Alexander Spatari

Higher **1** Ma vie en ligne Pearson Edexcel GCSE French Module 1 Unit 1

Speaking confidence – Preparing for the read aloud task (independently)

A Practise reading aloud the words below. Remember to pay attention to the silent endings in bold.

chose	jeux	trop	ils jouent	affreux	je parle
beaucoup	tu télécharges	parfois	tout le temps		
j'envoie	toutefois	tu regardes	dangereux		
ils passent	réseaux sociaux				

In French, final 'e' and final consonants like -p, -s, -t and -x are silent. The verb endings -e, -es and -ent are also silent.

B Read the dialogue. Underline all silent final 'e', circle the silent final consonants and highlight the silent verb endings. Then practise reading the text aloud.

- Est-ce que tu utilises beaucoup ton portable?
- Oui, j'utilise mon portable tous les jours.
- Qu'est-ce que tu fais en ligne?
- Je joue à des jeux contre mon meilleur ami. Et toi, est-ce que tu joues en ligne?
- Non, mais je regarde tout le temps des vidéos amusantes.
- Mes frères aussi regardent des clips sur YouTube.

C French cognates look like English words but are pronounced differently. Find ten cognates in the box and practise pronouncing them in your best French accent.

Internet	écran	harcèlement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tchatter	achat	jeunesse	portable	identité
victime	vol	temps	communiquer	jeux

D Look at the pairs of phrases below. Underline the phrase in each pair that uses a liaison. Then practise reading all phrases aloud.

- 1 des applis / des jeux
- 2 les vêtements / les achats
- 3 c'est trop intéressant / c'est trop génial
- 4 sans portable / sans écrans
- 5 c'est formidable / c'est essentiel
- 6 je joue aux jeux / je joue aux jeux en ligne

In French, if silent consonants are word that begins they are pronounced called a liaison trop → trop, ir

ActiveHub teacher resources build on and extend the learning in the Student Books, providing both support and challenge to learners across the ability range.

Higher **2** Was machst du online? Pearson Edexcel GCSE German Module 2 Unit 2

Grammar quiz – Separable verbs in the present tense

Ready **A Read the grammar rule below and fill in the gaps with the correct word from the box.**

Separable verbs contain a separable 1 _____. In the present tense, this prefix 'snaps 2 _____' and goes to the 3 _____ of the 4 _____. The verb is the 5 _____ idea and gets conjugated. The prefix does not get conjugated.

off second phrase prefix end

B Read the text and underline the six separable verbs.

Ich habe ein neues Smartphone! Es ist sehr modern und ich liebe neue Technologie! Ich nehme häufig Videos auf und ich lade auch viele Fotos hoch. Ich rufe auch jeden Tag meine Freunde an. Ich sehe nie fern, denn das ist langweilig. Aber ich sehe mir oft Filme online an. Ich lese auch gern und lade mir wöchentlich ein Buch aus dem Internet herunter.

C Write the infinitive forms of the six verbs from exercise B.

Get Set **D Circle the correct prefix in each sentence.**

- 1 Leonie ruft ganz oft ihre Freunde **an** / auf / aus.
- 2 Bruno nimmt im Moment ein neues Album **an** / auf / aus.
- 3 Aaliyah gibt viel Geld für Technologie **an** / auf / aus.
- 4 Ich sehe mir häufig Musikvideos **an** / auf / aus.
- 5 Toms Handy bietet Daten **an** / auf / aus.
- 6 Rosalie sieht jeden Abend **hoch** / herunter / fern.

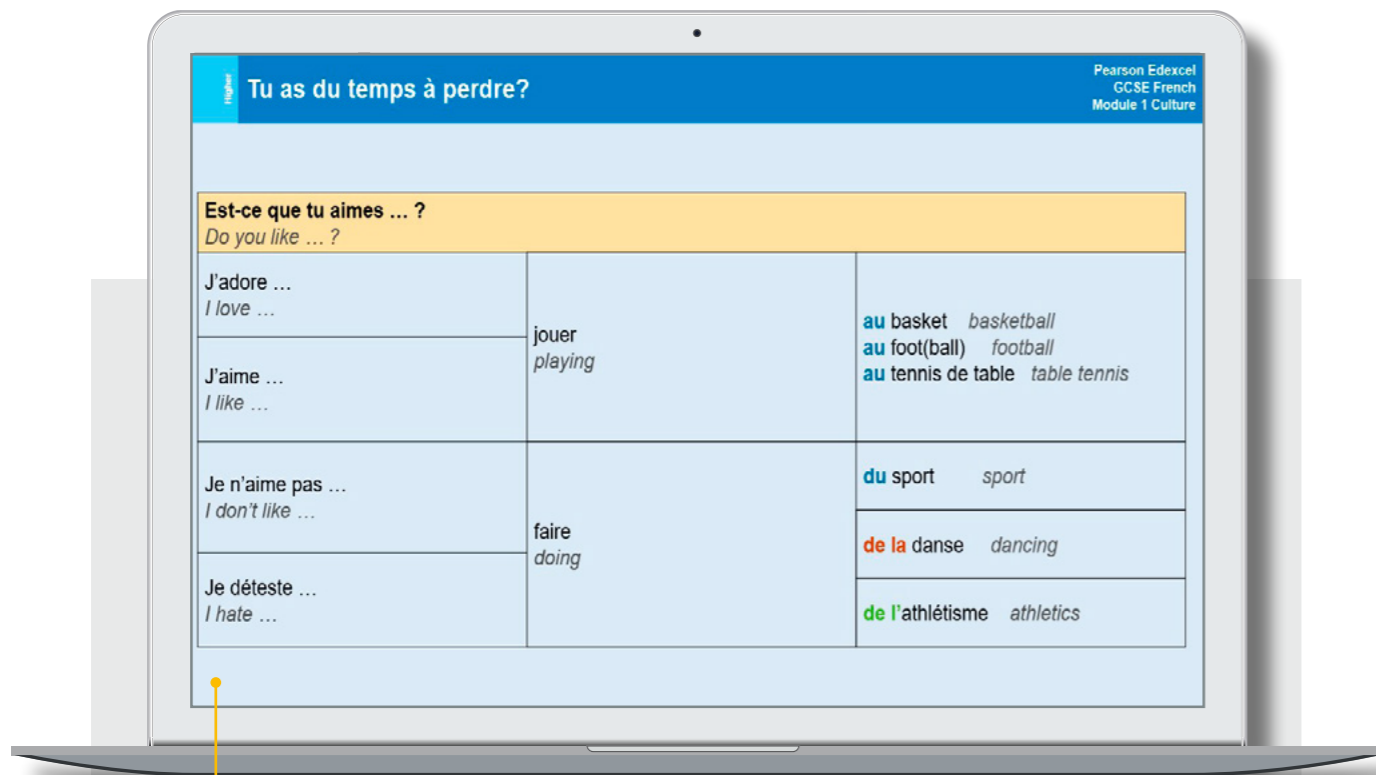
E Put the words in the correct order to make sentences.

- 1 herunter. / Filme / lade / Ich / oft
Ich _____
- 2 sieht / Emma / fern. / nie

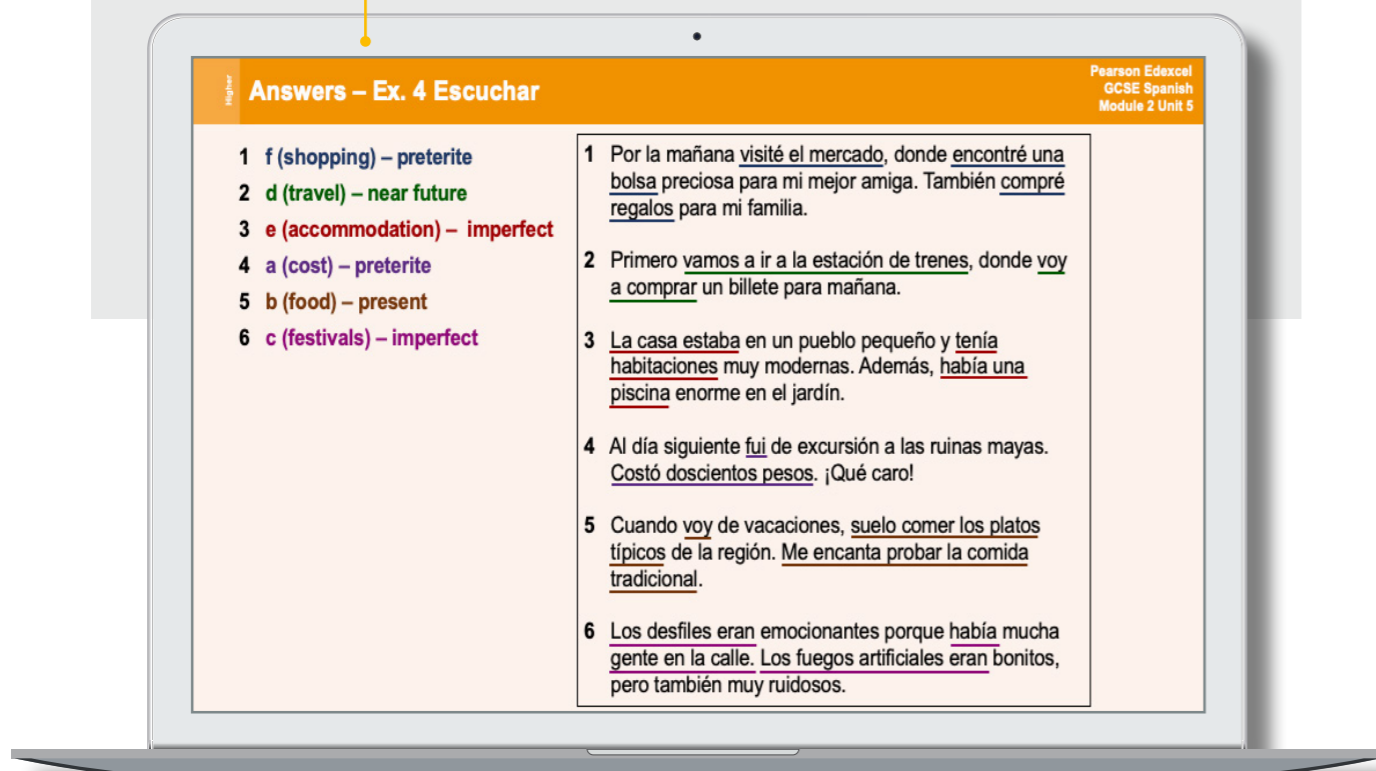
- 3 häufig / Ich / mir / Filme / an. / sehe / online

- 4 Technologie / für / Nico / aus. / Geld / gibt viel

- 5 Leonie / Fotos / Tag / lädt / hoch. / jeden



Teaching resources on ActiveHub provide you with adaptable materials across all elements of the new specification, including grammar, vocabulary and phonics.

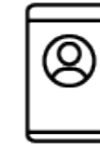


ActiveHub Independent practice

Developed with today's students in mind, the Independent Practice service in ActiveHub supports independent learning whenever and wherever it needs to happen.



Online learning activities provide consolidation and practice of key vocabulary and grammar.



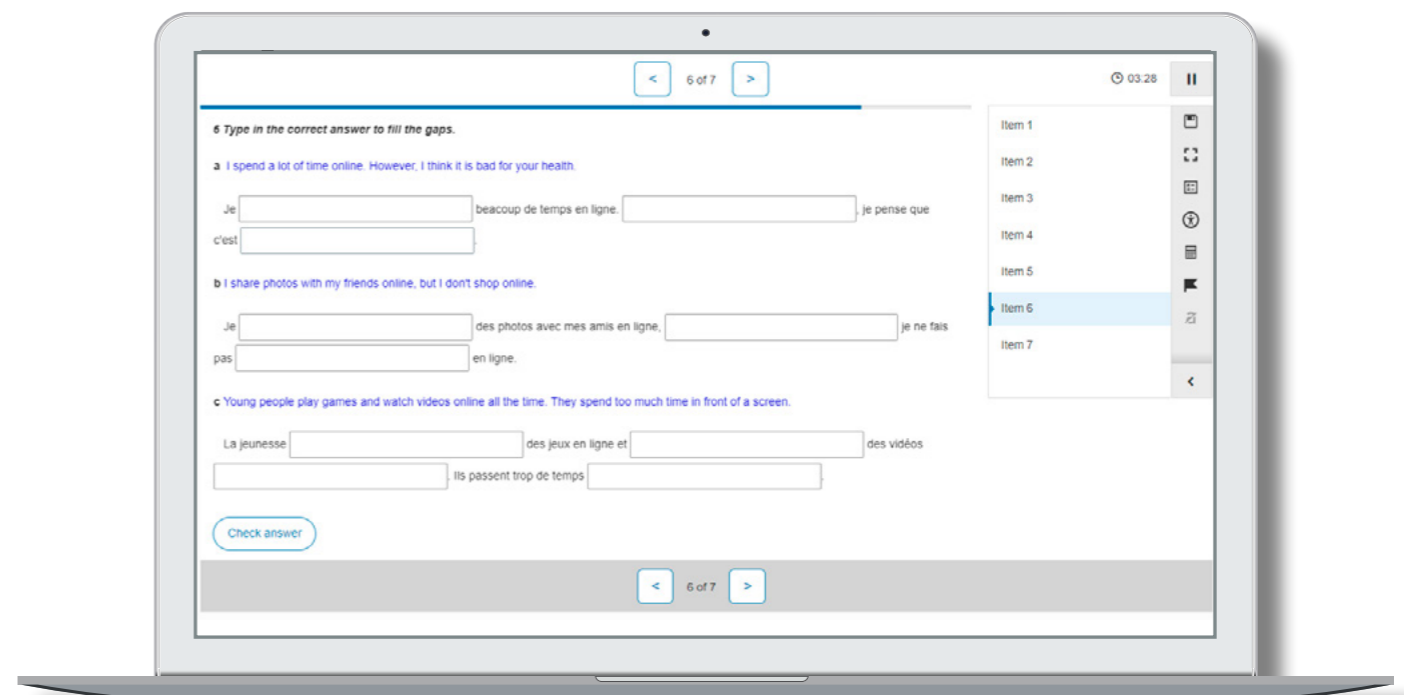
Developed with mobile devices in mind, to reflect what students have told us about how and when they want to learn.



Ideal for repeated practice and mastery of the Pearson Edexcel specification vocabulary items.



Results feed into the insights dashboard, allowing you to view students' mastery of the vocabulary lists and grammar.



ActiveHub Assessment services

The Assessment Service in ActiveHub gives you everything you need to monitor, progress and prepare students for the new-style exams.



A comprehensive Assessment Library, containing ready-made assessments and mark schemes for the end of each Student Book module, plus additional end-of-year assessments.



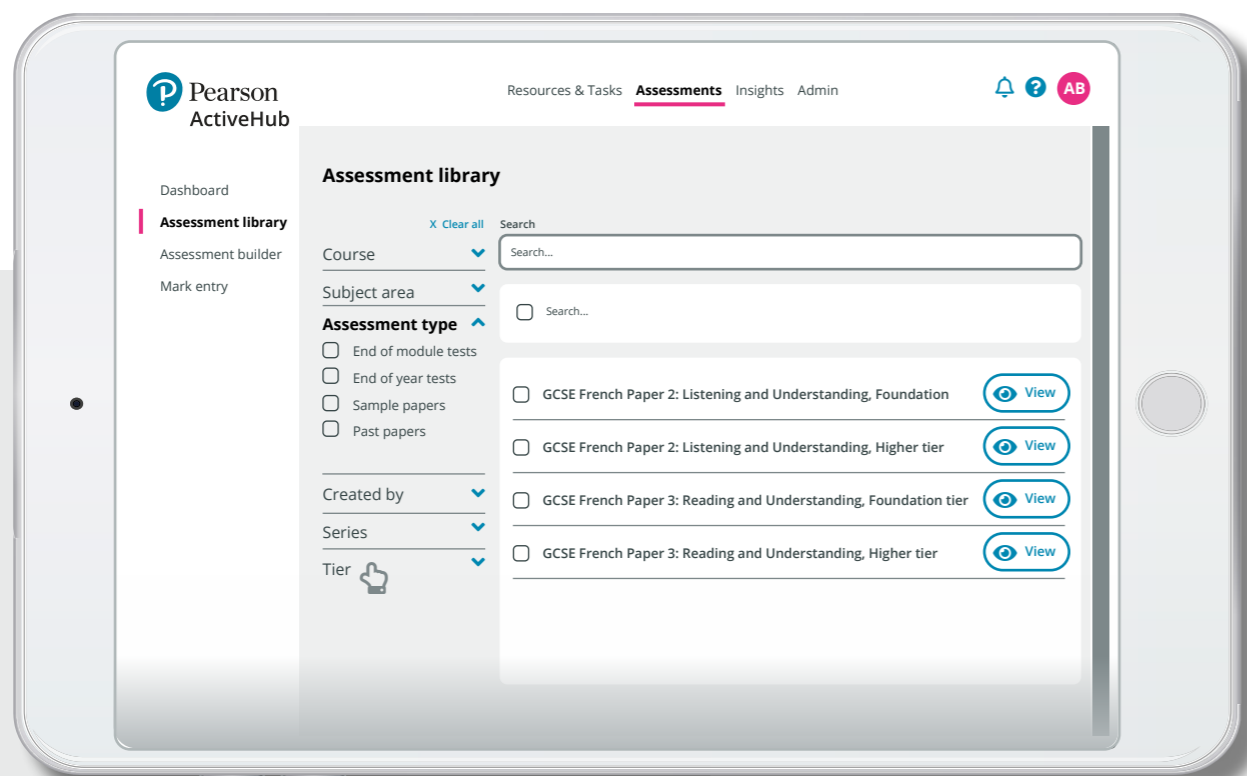
Matched to the style and layout of the new Pearson Edexcel assessments, to help familiarise students with the new GCSE assessments.



All-new Assessment Builder for MFL, enabling you to search through a bank of assessment questions and build your own exam papers, to tailor your assessments to your chosen teaching sequence.



Combining insight from both the end of module assessments and Independent Practice activities, ActiveHub gives you insights at cohort, class and student level allowing you to identify gaps in learning and plan intervention.



How we're supporting you



Explore this infographic to see the full range of Qualifications support available to Pearson Edexcel centres.


To explore our full range of Qualifications support, **[explore this infographic.](#)**

Personal and expert support

Languages subject advisor, Rebecca Waker is always on hand to answer your questions about the content or teaching of the specifications, whenever you need.

Get in touch

 teachinglanguages@pearson.com

 +44 (0) 344 463 2535

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It is not a requirement to purchase these resources in order to deliver this specification, and resources from other publishers are available.

Register your interest in our GCSE resources or find out more information at **pearsonschoolsandfecolleges.co.uk/MFLKS424**