



Pearson

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

**Your guide to
our new resources**

First teaching: 2024

First assessment: 2026



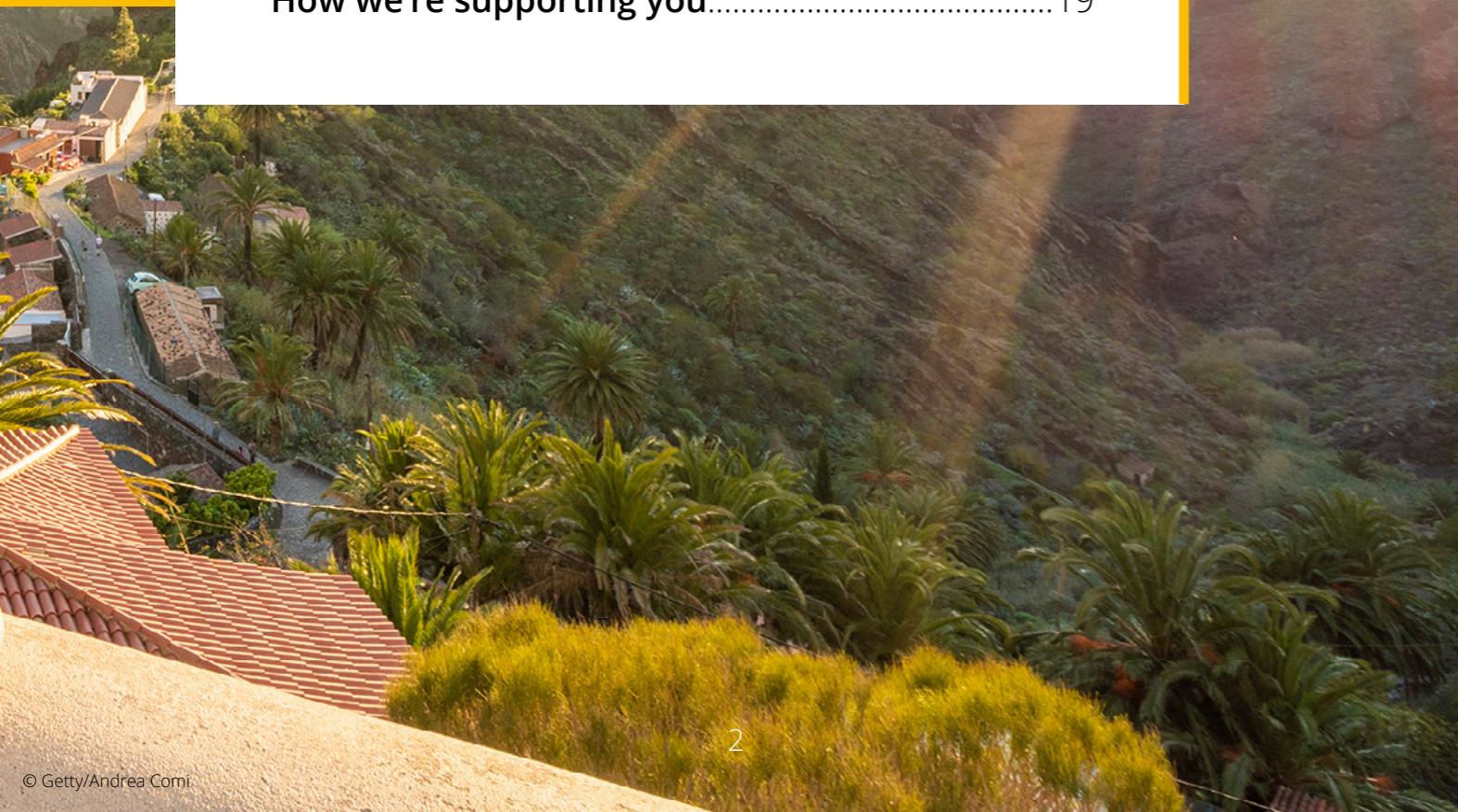


Communication. Culture. Connection.

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.

What's in this guide?

Communication. Culture. Connection.	3
Supporting you with the new changes	4
Course overview	6
Intelligent design: vocabulary	8
Intelligent design: mastering grammar	10
Student Books	12
ActiveHub: Front-of-class eBook	14
ActiveHub: Independent practice	17
ActiveHub: Assessment services	18
How we're supporting you	19



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.

Student-centred

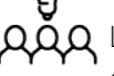


Like you, we are passionate about sharing and growing a love of languages. By putting students at the heart of our thinking, we have created resources that cater to the needs of all learners, regardless of their background, ability level or reason for studying a language. Accessibility and inclusion 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.

Register your interest

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

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.

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.

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.

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

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.

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

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.

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.



[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.

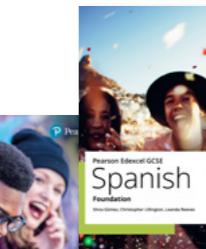
Enhanced front-of-class teaching tools and functionality in ActiveHub, building and improving on the ActiveLearn experience.

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.

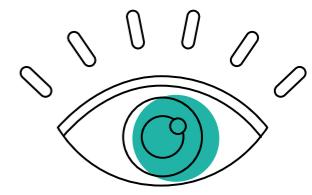
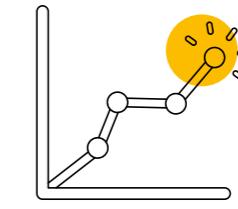
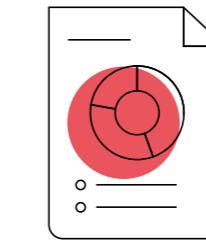
Foundation



Higher



Student Books



Learning resources

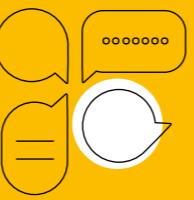
Assessments

Insights

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	<p>Phonics</p> <ul style="list-style-type: none"> The letter é Final consonants <i>d, n, s, t</i> and <i>x</i> are usually silent Liaison before a vowel <p>Skills</p> <ul style="list-style-type: none"> Pronunciation 	<p>À mon avis, c'est ...</p> <p><i>Je suis d'accord. / Je ne suis pas d'accord.</i></p> <p><i>Est-ce que tu aimes ...?</i></p> <p><i>J'adore ... / Je préfère ... / J'aime ... / Je n'aime pas ... / Je déteste ...</i></p>
Mod 1 Tu as du temps à perdre? Unit 1: Ma vie en ligne	Social media and gaming; Music; Shopping	Using the present tense of regular <i>-er</i> verbs	<p>Phonics</p> <ul style="list-style-type: none"> Silent final 'e' 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 <p>Skills</p> <ul style="list-style-type: none"> Discussing pros and cons: <i>pourtant / cependant</i> 	<p><i>Qu'est-ce que tu fais en ligne ...?</i></p> <p><i>Est-ce que tu fais ça souvent?</i></p> <p><i>Je passe/joue/partage /télécharge ...</i></p> <p><i>Je fais ça souvent / tous les ...</i></p> <p><i>C'est très/vraiment/trop...</i></p> <p>À mon avis, <i>internet est ...</i></p>

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

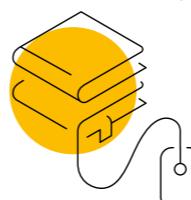
Step 3



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.

The screenshot shows a digital worksheet interface with a light gray background. At the top center, there are navigation buttons: a left arrow, the number '6 of 7', and a right arrow. In the top right corner, there is a timer showing '03:26' and a vertical toolbar with icons for back, forward, and other controls.

Section A:

6 Type in the correct answer to fill the gaps.

a I spend a lot of time online. However, I think it is bad for your health.

Je [redacted] beaucoup de temps en ligne [redacted] je pense que
c'est [redacted]

b I share photos with my friends online, but I don't shop online.

Je [redacted] des photos avec mes amis en ligne [redacted] je ne fais
pas [redacted] en ligne.

c Young people play games and watch videos online all the time. They spend too much time in front of a screen.

La jeunesse [redacted] des jeux en ligne et [redacted] des vidéos
[redacted] Ils passent trop de temps [redacted]

Action Buttons:

Check answer (button)

Feedback Area:

6 of 7

The sidebar on the right contains a list of items: Item 1, Item 2, Item 3, Item 4, Item 5, Item 6 (which is highlighted with a blue selection bar), and Item 7.

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 *jMira!* to *jViva!, 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: Fêtes et jeux	Using opinion verbs with nouns and infinitives
Unit 1: Ma vie en ligne	Using simple present tense verbs (-er verbs) Using time frequency expressions
Unit 2: Tu as une vie active?	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: Qu'est-ce que tu regardes?	Asking questions Using the present tense with -ir verbs
Unit 4: Qu'est-ce qu'on va faire?	Using the near future tense
Unit 5: Qu'est-ce que tu as fait?	Using the perfect tense Verbs with avoir and with être High-frequency irregular verbs
Unit 6: J'ai participé aux Jeux de la Francophonie!	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 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.

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.

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.

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.

Gramática 1

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

1 Listen and write down the phrase which should replace each gap 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 ...*

1 I would like to go to a water park because I like swimming.

2 I really like animals and therefore I would like to go horse riding.

3 When it is sunny, I like doing water sports.

4 I don't like going to the beach because I don't like the sand.

5 I love birds and trees and therefore I would like to walk through the forest.

6 I would like to visit Seville because I love to go sightseeing.

To say what you like to do/do/ding, use:

• *Me gusta + el/la singular noun*

• *Me gustan + los/las plural noun*

• *Me gustaría + el/la los/las* (el/la the/someone/someplace)

I like the countryside, but I don't like animals.

(el/la los/las) when giving an opinion about a noun.

I really like *to sunbathe/sunbathing*.

To say what you would like to do, use the conditional tense of the verb *gustar*.

• *Me gustaría + infinitive*

En el futuro *me gustaría visitar Andalucía*. In the future I would like to visit Andalucía.

Verbs such as *encantar* and *interesar* work in a similar way.

Me encantaría visitar Alicante. I would love to visit Alicante.

Comparatives (Unit 1, page 33)

Learn 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

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

Comparatives (Unit 2, page 34)

Learn 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.

1 **más** el **plato** **rico** la **paella** es

2 es la **batalla** **peligrosa** **más**

3 la **ciudad** **hermosa** es **Córdoba** **más**

4 los **costumbres** **las** **fiestas** **más**

5 **interesantes** son

6 importante el **aspecto** **más** la

ropa es de la fiesta

In pairs, discuss these results of a survey in Spanish. Remember to include superlatives where appropriate.

• *Cuál es la ciudad el plato / la fiesta / el aspecto más...?*

■ *El plato más rico es...*

■ *La ciudad más histórica es...*

● *Cuál es la mejor ciudad / el mejor aspecto?*

■ *La mejor ciudad es...*

City

• Most historic - Cádiz

• Most beautiful - Granada

• Most interesting - Valencia

• Best - Sevilla

Festival

• Most fun - La Feria de Abril

• Oldest - Los Fallas

• Most well known - La Tomatina

• Best - El Día de los Muertos

Dish

• Tastiest - pan con tomate

• Most typical - pescado frito

• Most famous - paella

• Best - tortilla

Aspect (of the festival)

• Most important - the music

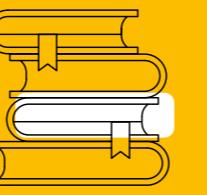
• Most popular - the food

• Best - the parade

• Worst - the noise

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.

Diverse and inclusive material aims to connect with all students.

Module 1 Tu as du temps à perdre?

Fêtes et jeux

- Exploring events in the francophone world
- Using *aimer* + noun and *aimer* + infinitive

A 10 jours sans écrans

Qu'est-ce que c'est, les dix jours sans écrans?

C'est un défi pour les jeunes de passer dix jours ... sans télévision, sans portable, sans jeux vidéo et sans ordinateur!

Les parents, les professeurs et les associations locales organisent d'autres activités: du sport, du théâtre, de la musique, de la danse, de la cuisine ...

B La Fête de la Musique a lieu tous les ans, le 21 juin

120 pays participent à la fête. Il y a des concerts dans plus de 1000 villes.

On peut ...

- écouter toutes sortes de musiques
- découvrir toutes sortes d'instruments, traditionnels et modernes!
- voir toutes sortes de chanteurs ou chanteuses et de groupes!

 C'est vraiment génial!

C Les Jeux de la Francophonie

Tous les quatre ans, plus de 3000 jeunes de 88 pays francophones participent aux Jeux de la Francophonie. C'est le seul événement sportif et culturel international, en langue française, dédié à la jeunesse.

D Programme des Jeux de la Francophonie

Concours culturels

- la chanson
- la danse
- le hip-hop (danse)
- la littérature
- la peinture
- la photographie
- la sculpture

 Compétitions sportives

- l'athlétisme
- le basket
- le cyclisme
- le football
- le judo
- la lutte
- le tennis de table

Pays participants

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

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

Every module opens with culture pages.

Culture Module 1

Ecoutes 1 Listen and repeat these words. Pay special attention to the pronunciation of é.

activités, écran, idée, intéressant, jeux vidéo, Sénégal, théâtre, solidarité, responsabilité, diversité

The letter é is a shorter sound than 'ay' in English. To pronounce it correctly, try grinning widely as you say it!

Ecoutes 2 Read text A. Then listen. Is each person positive (P) or negative (N) about the *dix jours sans écrans* initiative? (1–3)

À mon avis, c'est ...

--	--

 une bonne idée. amusant. intéressant.

Ecoutes 3 In pairs, give your opinion in French about the *dix jours sans écrans*. Pay attention to the sound é and the liaison.

• Dix jours écrans! À ton avis, c'est une bonne idée?
 • À mon avis, c'est ... Tu es d'accord?
 • Oui, je suis d'accord / Non, je ne suis pas d'accord. À mon avis, c'est ...

Ecoutes 4 Read text B. Copy and complete these sentences in English about la *Fête de la Musique*.

4 You can listen to ...
5 You can discover ...
6 You can see ...

Ecoutes 5 Listen to and read text C. Note down in English five key facts about les Jeux de la Francophonie.

Ecoutes 6 Read text D. Look up any unknown words. Copy and complete the grid in French with your own likes and dislikes from text D. Make sure you use the correct definite article (*le/la/l'*)

J'adore ... J'aime ... Je n'aime pas ... Je déteste ...

Ecoutes 7 Translate these sentences into French.

1 I like basketball.
2 I don't like athletics.
3 I like playing football.
4 I hate sport, but I love dancing.
5 Do you like playing table tennis?

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

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

2 Was machst du online?

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

Discussing how you spend time online
Using separable verbs in the present tense
Expressing advantages and disadvantages of life online

Hören 1 Listen and read. Answer the questions below in English.

Leute

Leonie Hello! In meinem Zimmer habe ich einen Computer und ich habe auch ein Smartphone. Was mache ich online? Ich **lade** oft Musik **herunter** und ich bin auch in sozialen Medien sehr aktiv. Ich **lade** jeden Tag viele Fotos **hoch** und chatte immer mit Freunden. Ich **sehe** nie fern, aber ich **rufe** ganz oft meine Freunde an und wir streamen auch sehr gern Filme. hochladen to upload

Bruno Ich bin nie auf sozialen Medien, weil ich sie gefährlich finde. Neue Technologie und Geräte gefallen mir nicht. Ich habe also kein Smartphone und keine Spielkonsole. Ich habe einen Laptop, aber ich benutze ihn selten – nur für meine Schularbeit. Musik spielen ist aber mein Ding, und ich **nehme** im Moment ein neues Album und ein neues Musikvideo **auf**!

Aaliyah Ich verbringe viel Zeit online und benutze verschiedene Geräte, wie mein Smartphone, meinen Laptop, mein Tablet und meine Spielkonsole. Mein Handy **bietet** Daten und SMS an und ich **bringe** es überall mit! Ich lese täglich Nachrichten, und ich schicke oft E-Mails und SMS. Ich **sehe** mir jeden Tag YouTube-Videos an und ich folge vielen YouTube-Stars. Ich **gebe** jeden Monat ungefähr €50 für Technologie aus!

Separable verbs contain a **separable prefix. In the present tense, this prefix 'snaps off' and goes to the end of the phrase.**

1 Whose phone offers data and texts?
2 Who is very active on social media?
3 Who only uses a laptop for school work?
4 Who phones their friends a lot?
5 Who is recording music at the moment?
6 Who takes their phone everywhere with them?

Lesen 2 Read the texts again. Find the German for the phrases below.

1 I often download music.
2 I upload many photos every day.
3 I never watch TV.

Hören 3 Listen to a journalist interviewing people. Copy and complete the table in English. (1–3)

devices at home	activities they do	how often?
1 mobile phone ...	uses social media ...	every day

Schreiben 4 Write a podcast script about your life online. Answer the questions below in German.

1 Welche Geräte benutzt du? Guten Tag! Ich habe einen Laptop ...
2 Was machst du online? Und wie oft? Ich chatte täglich mit Freunden und ...

Grammar 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.

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.

Module 2

Hören 4 Listen again to the journalist's introduction. Write down the words you hear to complete the text.

Hallo zusammen! Ich 1 einen 2 über Technologie im täglichen 3 und 4 mit einer 5 von 6 und 7 aus Hamburg. Also, herzlich Willkommen an 8

German words with **sch**, **sp** or **st** at the start usually sound like **sh**, **shp** and **st** unless the word has been borrowed from English. Listen and repeat the words.

Übung 5 In pairs, take turns to ask and answer the questions below.

• Welche Geräte benutzt du zu Hause?
• Ich benutze ...
• Was machst du online? Und wie oft?
• Ich **streame** jeden Tag Musik und ...
• Und du? Welche Geräte benutzt du?
• Ich habe ...
• Was machst du online? Und wie oft?
• Ich **lade** häufig Apps herunter und ...

Übung 6 Listen and read the statements. Decide which you feel are positive (P) and which are negative (N).

Welche Geräte benutzt du?
Ich habe / Wir haben
Ich benutze / Wir benutzen
Was machst du online? Und wie oft?
Ich **sehe** mir ...
Ich **lade** ...
Ich **nehme** ...
Ich **benutze** ...
Ich **chattet/ plaudert** ...
Ich **schreibe/ lese/schicke** ...
Ich **folge** ...
Ich **streame** ...
Welche Geräte benutzt du?
einen Computer/Laptop, eine Spielkonsole, ein Handy/Smartphone/Tablet.
Welche Geräte benutzt du?
Filme/Videos an Musik hoch / Apps herunter, Videos auf meine Freunde an soziale Medien, mit Freunden, Nachrichten/SMS/E-Mails, Stars / berühmten Persönlichkeiten, Filme/Musik/Serien.

Übung 7 Listen and read the statements. Decide which you feel are positive (P) and which are negative (N).

Was sind die Vorteile von Technologie? Und was sind die Nachteile?

Man kann ...
1 mit Freunden in Kontakt bleiben.
2 Computer-Viren bekommen.
3 Filme und Musik herunterladen.
4 Informationen schnell finden.
5 falsche Informationen oder Nachrichten lesen.
6 Probleme mit Cyberkriminalität oder Mobbing bekommen.

Was sind die Vorteile von Technologie? Man kann Informationen schnell finden und ...

Was sind die Nachteile? Man kann Computer-Viren bekommen und ...

Übung 8 Write a podcast script about your life online. Answer the questions below in German.

Was sind die Vorteile von Technologie? Guten Tag! Ich habe einen Laptop ...
Was sind die Nachteile? Ich chatte täglich mit Freunden und ...

fünfunddreißig 35

Übung 5 In pairs, describe a recent trip. Use the underlined phrases from exercise 4 to help you.

• ¿Qué tal tus últimas vacaciones?
• Acabo de visitar ... donde pasé ... con ... Viajé en ... Fue ...
• ¿Cuándo fue? ...
• El primer día ... porque ... Al día siguiente ...
• ¿Qué mejor día ... porque ... Al día siguiente ...
• ¿Qué mejor fue cuando ... pero lo peor ...

Übung 6 Read the text and select the correct photo for each gap. Then copy and complete the sentences below in English.

1 It takes place every ...
2 ...
3 There are concerts in ...
4 My family and I are going to ...
5 We have just visited ...
6 ...
7 ...

1 el Museo Picasso
2 el Puerto y la Farola
3 la Playa de la Malagueta
4 el Castillo de Gibralfaro y la Alcazaba
5 el Jardín Botánico
6 el Estadio La Rosaleda
7 el Mercado de Atarazanas

Übung 7 Write a text about a recent trip (real or imaginary). Include the following bullet points:

- where you have just been, with whom and for how long
- how you travelled
- your opinion of the trip

1 According to Iñaki, Málaga is the ...
2 They decided to buy bus tour tickets because you can ...
3 From the castle you can appreciate ...
4 They bought bread, ...

5 They played volleyball on ...
6 The worst thing was when he ...
7 The best thing was when they ...

Use time phrases and sequencers to help structure your text:
por la mañana primera luego más tarde finalmente

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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.

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

In French, if silent consonants are at the beginning of a word that begins with a vowel, they are pronounced and called a liaison. *trop → trop/in*

2 Was machst du online?

Pearson Edexcel GCSE German Module 2 Unit 2

Grammar quiz – Separable verbs in the present tense

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.

D Circle the correct prefix in each sentence.

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

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

- herunter. / Filme / lade / Ich / off
Ich _____
- sieht / Emma / fern. / nie _____
- häufig / Ich / mir / Filme / an. / sehe / online _____
- Technologie / für / Nico / aus. / Geld / gibt viel _____
- Leonie / Fotos / Tag / lädt / hoch. / jeden _____

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Tu as du temps à perdre?

Est-ce que tu aimes ... ?
Do you like ... ?

J'adore ... I love ...	jouer playing	au basket basketball au foot(ball) football au tennis de table table tennis
J'aime ... I like ...		du sport sport
Je n'aime pas ... I don't like ...	faire doing	de la danse dancing
Je déteste ... I hate ...		de l' athlétisme athletics

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Answers – Ex. 4 Escuchar

1 f (shopping) – preterite
2 d (travel) – near future
3 e (accommodation) – imperfect
4 a (cost) – preterite
5 b (food) – present
6 c (festivals) – imperfect

1 Por la mañana visité el mercado, donde encontré una bolsa preciosa para mi mejor amiga. También compré regalos para mi familia.

2 Primero vamos a ir a la estación de trenes, donde voy a comprar un billete para mañana.

3 La casa estaba en un pueblo pequeño y tenía habitaciones muy modernas. Además, había una piscina enorme en el jardín.

4 Al día siguiente fui de excursión a las ruinas mayas. Costó doscientos pesos. ¡Qué caro!

5 Cuando voy de vacaciones, suelo comer los platos típicos de la región. Me encanta probar la comida tradicional.

6 Los desfiles eran emocionantes porque había mucha gente en la calle. Los fuegos artificiales eran bonitos, pero también muy ruidosos.

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6 Type in the correct answer to fill the gaps.

a I spend a lot of time online. However, I think it is bad for your health.
Je [] beaucoup de temps en ligne. [] je pense que c'est [].

b I share photos with my friends online, but I don't shop online.
Je [] des photos avec mes amis en ligne. [] je ne fais pas [] en ligne.

c Young people play games and watch videos online all the time. They spend too much time in front of a screen.
La jeunesse [] des jeux en ligne et [] des vidéos []. Ils passent trop de temps [].

Check answer



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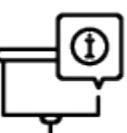
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