

AQA GCSE Spanish

Language learning you know and trust



Your complete
guide to our
published resources

Language learning you know and trust



iViva! resources for AQA GCSE Spanish are designed to help all of your students shine. Providing strong continuation from our popular KS3 courses, these brand new resources will drive engagement through interesting, culture-focused content, and support you to prepare your students for the new AQA GCSE 9–1 assessments.

Five great reasons to choose iViva! for AQA GCSE Spanish

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 unit and module 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 assessments.

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 and vocabulary supports independent language use

Our carefully planned progression and accessible approach help 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.

5. Seamless transition from our popular iViva! KS3 course

iViva! for AQA GCSE Spanish provides strong continuation from our market-leading 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.

¡Viva! for AQA GCSE Spanish

Course components at a glance

Student Books Foundation and Higher

Structured to support all abilities, with engaging culturally-relevant content.



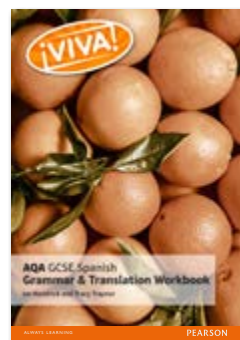
ISBN 978 1292118956 (Foundation)

ISBN 978 1292118963 (Higher)

Grammar and Translation Workbook

Embeds understanding and gives extra practice for both tiers.

ISBN 978 1292133195



Vocabulary Books

Key vocabulary arranged by topic for learning and revision.

ISBN 978 1292172668 Foundation (pack of 8)

ISBN 978 1292133478 Higher (pack of 8)

ActiveBooks*

A digital Student Book, with audio for all listening activities.

ISBN 978 1292133102 (Foundation)

ISBN 978 1292133126 (Higher)

Audio Files

For all listening exercises in the Student Books.

Target

Intervention workbooks.

ISBN 978 0435189112

(Grade 5 Reading Workbook)

ISBN 978 0435189143

(Grade 5 Writing Workbook)

ISBN 978 1292246031

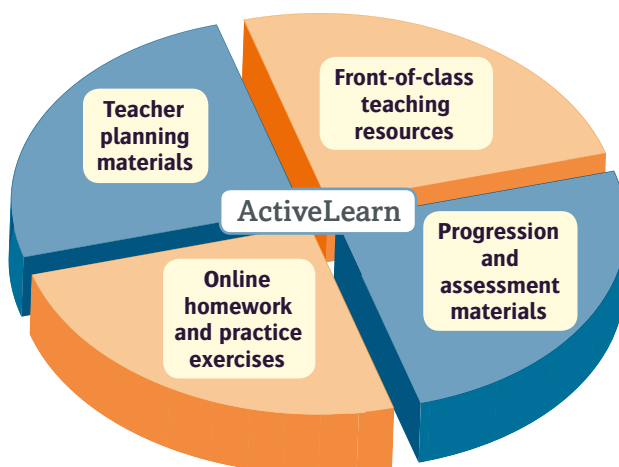
(Grade 9 Reading Workbook)

ISBN 978 1292246000

(Grade 9 Writing Workbook)

ActiveLearn

Time-saving, easy-to-use tools and resources to support planning, teaching and learning.



Revise

Easy-to-use Revision Guides and Workbooks for question practice, classroom revision and independent study.

ISBN 978 1292131443 (Revision Guide)

ISBN 978 1292131412 (Revision Workbook)

*Available by annual subscription.

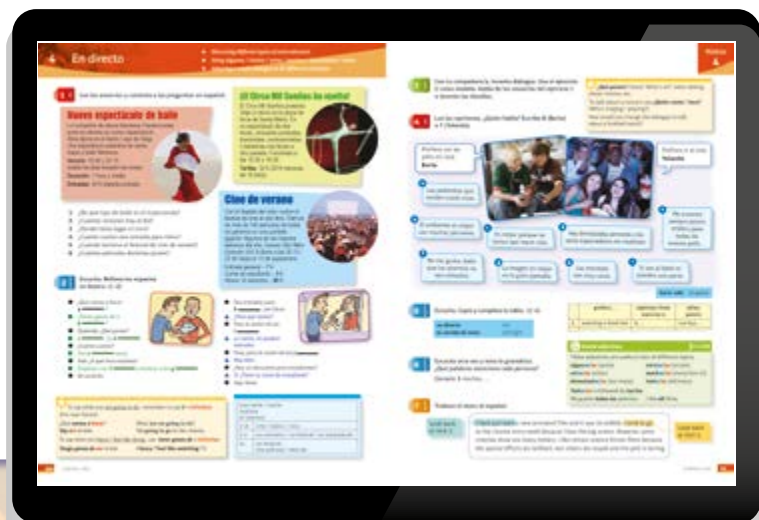
Expertly structured Student Books

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.
- Exam preparation units are included for Reading and Listening, Speaking, and Writing.
- A revision module at the end of the book supports class-based revision for the new assessments.
- A range of authentic materials and literary texts helps students become familiar with them and build confidence in coping with unknown vocabulary.

ActiveBooks

The ActiveBook, a digital Student Book, is available for Foundation and Higher tiers, with audio for all listening activities. Available by annual subscription.



Embedding grammar skills

Key grammar concepts are taught in appropriate topics and are **revisited, recycled and revised** throughout the Scheme of Work 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.

revisit → recycle → revise

Supportive progression breaks down language and grammar into manageable chunks.

Higher tier: a taster

Questions throughout build translation skills.

1 ¿Qué haces en verano?

• *Using what you do in summer*
• *Using the present tense*
• *Learning to identify the person of the verb*

1 Escucha y lee. ¿Qué significan las frases en español? Luego copia y completa la tabla en inglés.

Person	Place	Weather	How often / Activities
Yo	Edinburgh, esc.	calentísimo	sometimes - go

¿Qué haces en verano?

Vivo en Edimburgo, en el norte de Escocia. En verano el tiempo es variable. A veces voy de picnic con mis amigos, pero las cosas cambian muy rápido. Hay chubascos a menudo. Siempre llevo un paraguas cuando salgo, por si acaso. ¡Muy divertido!

Vivo en la Isla Verde, en el centro de Chile. En invierno siempre hago esquí, pero en verano, no. Normalmente hago surf, pero a veces voy a caballo. ¡Hay viento! ¡Yo sé a lo que me gusta! Una vez a la semana trabajo como voluntario en un refugio de animales. ¡Muy divertido!

Vivo en Phoenix, en el suroeste de México. El clima es muy soleado y caluroso en verano, con temperaturas de más de 30 grados. ¡Qué calor! Todos los días nado en el mar. ¡Es una fantasía de la playa! De vez en cuando hay tormentas y por eso, no salgo - ¡chubascos en la red! ¡Muy divertido!

2 Lee los textos del ejercicio 1 otra vez. Busca ocho verbos diferentes. Traduce los verbos al inglés y escribe el infinitivo.

Ejemplo: salgo - I go out - salir

3 The present tense

Remember how the present tense verbs:	regular	irregular
Yo	termino	termino
Tú	terminas	terminas
El/ella/usted	termina	termina
Nosotros/as	terminamos	terminamos
Vosotros/as	termináis	termináis
Ellos/ellas/ustedes	terminan	terminan

Some verbs change their stem, e.g. jugar - to play:

Remember how the present tense verbs:	regular	irregular
Yo	termino	termino
Tú	terminas	terminas
El/ella/usted	termina	termina
Nosotros/as	terminamos	terminamos
Vosotros/as	termináis	termináis
Ellos/ellas/ustedes	terminan	terminan

Some verbs change their stem, e.g. jugar - to play:

4 Escucha y escribe los verbos en español. Luego traduce los verbos al inglés. (3-4)

Ejemplo: I nodd - they swim

5 Escucha a David y lee las frases. Identifica las tres frases correctas.

• David vive en el sur de su país.
• Hay muchos chubascos en su región.
• David es adicto a la tele.
• David y sus amigos practican mucho deporte.
• David y sus amigos nunca hacen natación.
• David toca un instrumento.

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.

7 Lee el texto y completa las frases en inglés.

Campamentos de verano con Kin Camp en México

¡El mejor verano de tu vida!

Verano Senior es la experiencia perfecta para adolescentes (de 13 a 17 años), con una combinación de diversión, juegos, deportes, aventura y amistad.

El campamento tiene actividades especiales como escalada, pinta comando, tiro con arco y canoa. Además, aprendes a:

- ser un líder
- trabajar en equipo
- y lo más importante, ¡jugar relajado!

Tienes la oportunidad de ir de excursión a lugares de interés increíble. Y también ofrecemos diferentes talleres creativos de teatro, música, pintura, escultura y baile, porque ¡TODOS tenemos un artista dentro!

8 Zona Cultural

Cada año muchos jóvenes en España y Latinoamérica pasan unos días, a más, en un campamento de verano, donde disfrutan de actividades educativas, deportivas y recreativas.

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

Regular opportunities to learn something new about target language culture.

Supportive progression breaks down language and grammar into manageable chunks.

Foundation tier: a taster

Work on questions builds speaking skills.

1 ¿Cómo prefieres pasar las vacaciones?

• *Talking about holiday preferences*
• *Using what you do in summer*
• *Using what you do in summer*

1 Escucha y lee. Completa los textos con las palabras del recuadro.

¿Qué haces en verano?

Vivo en Cádiz, en el sur de España. En verano tengo una semana de vacaciones. ¡Qué suerte! Todos los días voy a la playa, donde juego al voleibol. ¡Es una fantasía de la playa, ya que vivo en la costa! También hago karate.

Vivo en Veracruz, en el este de México. En verano nado en el mar y hago submarinismo. Mi hermana y yo vamos a la playa dos o tres veces a la semana.

2 Lee los textos otra vez. Escribe el nombre correcto.

Ejemplo: 1. Me gusta hacer deportes acuáticos.
2. Me gusta mucho tomar el sol.
3. Me encanta ir de compras.
4. Me encanta leer.
5. Me gusta hacer artes marciales.
6. Me gusta ver películas.

3 Escucha. Copia y completa la tabla. (3-4)

Libro	Activity / frequency
1. Being martial arts	every day

4 Imagina que hablas con un(a) chava/chava española. Con tu compañero/a, haz diálogos.

• ¿Dónde vives?
• ¿Cuándo tienes vacaciones?
• ¿Qué te gusta hacer?
• ¿Qué actividades haces en verano?

5 Escucha a Luisa, Martín, Pau y Eva. Escribe las letras correctas.

Ejemplo: Luisa - la, z...

6 Tus vacaciones ideales

1 ¿Cuándo prefieres ir de vacaciones? Prefiero ir de vacaciones en...

a primavera
b verano
c otoño
d invierno

2 ¿Adónde te gusta ir de vacaciones? Me gusta ir...

a a la playa
b al campo
c a la montaña
d a la ciudad

3 ¿Dónde prefieres alojarte? Prefiero ir a...

a a un hotel
b a un camping
c a un apartamento
d a una casa rural

4 ¿Qué te gusta hacer? Me encanta...

a ir de excursión
b hacer deporte
c leer
d ir a hacer ruido

5 Por qué? Porque es...

a divertido
b barato
c interesante
d relajante

7 Haz una encuesta en clase. Utiliza las preguntas del ejercicio 5.

• ¿Cuándo prefieres ir de vacaciones?
• Prefiero...

8 Los españoles prefieren las vacaciones... en España.

Según una encuesta, el 83% de los españoles prefieren pasar las vacaciones en España y solo un 17% en el extranjero.

La costa es el destino preferido (60%), con el campo (17%), la montaña (14%) y la ciudad (9%).

Alcance, Cádiz y Málaga son los tres destinos preferidos.

En términos de alojamiento, la opción preferida es ir a un hotel (33%). El 27% prefiere alquilar un apartamento o una casa rural, el 15% tiene una segunda residencia, y solo el 6% prefiere los campings.

9 Traduce las frases al español.

1 I prefer to spend the holidays abroad.
2 I love doing sport because it's fun.
3 I never go to the beach because I hate sunbathing. How boring!
4 My dad goes to the cinema often because he likes watching films.

10 The words in purple are all questions. What do they mean in English? Which other questions would you know?

11 ¿Qué prefieres hacer en verano?

12 ¿Qué te gusta hacer?

13 ¿Dónde prefieres ir de vacaciones?

14 ¿Cuándo prefieres ir de vacaciones?

15 ¿Por qué?

16 ¿Qué te gusta hacer?

17 ¿Dónde prefieres alojarte?

18 ¿Cuándo prefieres ir de vacaciones?

19 ¿Qué te gusta hacer?

20 ¿Dónde prefieres ir de vacaciones?

21 ¿Cuándo prefieres ir de vacaciones?

22 ¿Por qué?

23 ¿Qué te gusta hacer?

24 ¿Dónde prefieres alojarte?

25 ¿Cuándo prefieres ir de vacaciones?

26 ¿Por qué?

27 ¿Qué te gusta hacer?

28 ¿Dónde prefieres ir de vacaciones?

29 ¿Cuándo prefieres ir de vacaciones?

30 ¿Por qué?

31 ¿Qué te gusta hacer?

32 ¿Dónde prefieres alojarte?

33 ¿Cuándo prefieres ir de vacaciones?

34 ¿Por qué?

35 ¿Qué te gusta hacer?

36 ¿Dónde prefieres ir de vacaciones?

37 ¿Cuándo prefieres ir de vacaciones?

38 ¿Por qué?

39 ¿Qué te gusta hacer?

40 ¿Dónde prefieres alojarte?

41 ¿Cuándo prefieres ir de vacaciones?

42 ¿Por qué?

43 ¿Qué te gusta hacer?

44 ¿Dónde prefieres ir de vacaciones?

45 ¿Cuándo prefieres ir de vacaciones?

46 ¿Por qué?

47 ¿Qué te gusta hacer?

48 ¿Dónde prefieres alojarte?

49 ¿Cuándo prefieres ir de vacaciones?

50 ¿Por qué?

51 ¿Qué te gusta hacer?

52 ¿Dónde prefieres ir de vacaciones?

53 ¿Cuándo prefieres ir de vacaciones?

54 ¿Por qué?

55 ¿Qué te gusta hacer?

56 ¿Dónde prefieres alojarte?

57 ¿Cuándo prefieres ir de vacaciones?

58 ¿Por qué?

59 ¿Qué te gusta hacer?

60 ¿Dónde prefieres ir de vacaciones?

61 ¿Cuándo prefieres ir de vacaciones?

62 ¿Por qué?

63 ¿Qué te gusta hacer?

64 ¿Dónde prefieres alojarte?

65 ¿Cuándo prefieres ir de vacaciones?

66 ¿Por qué?

67 ¿Qué te gusta hacer?

68 ¿Dónde prefieres ir de vacaciones?

69 ¿Cuándo prefieres ir de vacaciones?

70 ¿Por qué?

71 ¿Qué te gusta hacer?

72 ¿Dónde prefieres alojarte?

73 ¿Cuándo prefieres ir de vacaciones?

74 ¿Por qué?

75 ¿Qué te gusta hacer?

76 ¿Dónde prefieres ir de vacaciones?

77 ¿Cuándo prefieres ir de vacaciones?

78 ¿Por qué?

79 ¿Qué te gusta hacer?

80 ¿Dónde prefieres alojarte?

81 ¿Cuándo prefieres ir de vacaciones?

82 ¿Por qué?

83 ¿Qué te gusta hacer?

84 ¿Dónde prefieres ir de vacaciones?

85 ¿Cuándo prefieres ir de vacaciones?

86 ¿Por qué?

87 ¿Qué te gusta hacer?

88 ¿Dónde prefieres alojarte?

89 ¿Cuándo prefieres ir de vacaciones?

90 ¿Por qué?

91 ¿Qué te gusta hacer?

92 ¿Dónde prefieres ir de vacaciones?

93 ¿Cuándo prefieres ir de vacaciones?

94 ¿Por qué?

95 ¿Qué te gusta hacer?

96 ¿Dónde prefieres alojarte?

97 ¿Cuándo prefieres ir de vacaciones?

98 ¿Por qué?

99 ¿Qué te gusta hacer?

100 ¿Dónde prefieres ir de vacaciones?

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

Questions throughout build translation skills.

Exam preparation unit: a taster

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

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: past, present, future	Different persons of the verb: Verbs with an infinitive: <i>querer que, decir</i>	Positive and imperfect to talk about the past: <i>Quería, seguía, era...</i> Phrases with more than one tense: <i>Como yo iba al cine...</i>
Opinions and reasons	Opinions: <i>me gusta, me encanta, me apasiona</i> Reasons: <i>porque</i>	Exclamations: <i>¡Qué suerte!</i> Verbs of opinion for other people: <i>A mi padre le gusta...</i>	Reasons: <i>por que, dado que, puesto que, por eso, así que</i> Verbs of opinion in the past: <i>me gustó</i>
Connectives	<i>y, pero, también</i>	<i>y además, en segundo, después de eso, por último</i>	<i>entonces, por un lado, por otro lado...</i>
Other features	Qualifiers: <i>mucho, un poco, bastante</i> Sequencers: <i>primero, luego, después</i> Adjectives: <i>primoroso, agotador</i>	Sentences with <i>cuando, donde</i> Cue words: <i>Cuando llegamos...</i> Negatives: <i>no... ni... ni... ni...</i> Time: <i>temprano</i>	Positive/Negative phrases: <i>lo bueno es... lo malo es... lo mejor es... lo peor es...</i> Interesting vocabulary: <i>serenar, un pinchazo</i>

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 tense(s) 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.

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. However, 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.

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 Fuju in the south of France, where my best friend has a caravan. It was sunny every day and so we went sightseeing. We took photos and ate lots of ice creams, too. Next year my parents are going to rent a house in the country.

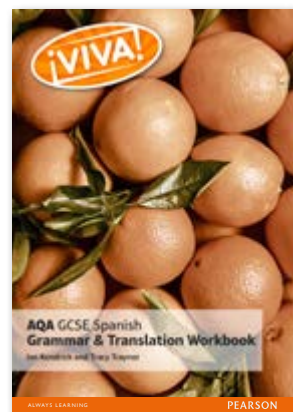
Students develop strategies for approaching the task.

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

Grammar and Translation Workbook

A dedicated workbook to support and 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.



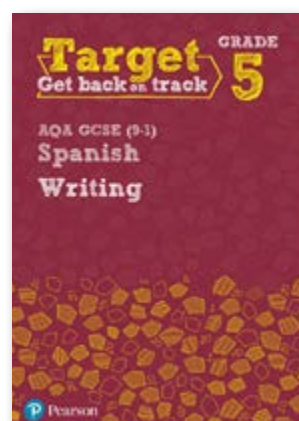
Vocabulary Books

A handy vocabulary learning tool containing key vocabulary.

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

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. See page 10.



Would you like to discuss teaching and learning resources with someone?
Request an appointment at pearsonschools.co.uk/gcspanish

ActiveLearn

Our 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 shows a digital Student Book for 'Destino Barcelona!'. The interface is designed for interactive learning with various features:

- Navigation Sidebar:** Includes options like 'Listening what you did in the lesson', 'Using the resources', and 'Using activities in lessons'.
- Lesson Plan:** The main content area displays a lesson plan for 'Zona Cultura' with various activities and a video player at the bottom showing the Sagrada Família.
- Activities:** The lesson plan includes activities such as 'Escucha, copia y completa la tabla en inglés', 'Zona Cultura', 'Escucha otra vez', and 'Escucha a Daniel'.
- Video Player:** A video player at the bottom shows a scene of the Sagrada Família, with a caption indicating it is a video launch from the Student Book.

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

Online homework and practice exercises

Our Online homework and practice exercises provides 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.

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 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 with ActiveLearn, so you can do listening exercises at the click of a button. 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.

Structured activities break down the skill into focused 'skills boost' sections

Get started

1 Understanding a broad range of vocabulary

This unit will help you to use your knowledge of synonyms, develop your vocabulary and make use of context to work out meaning. The skills you will build are to:

- recognise and understand synonyms
- broaden your vocabulary
- use context to help you identify words you don't know

In the exam, you will be asked to tackle reading tasks similar to the one on the opposite page. The table below contains phrases from the text in the exam-style question on page 3. Match them up with their synonyms in the word box and write the correct synonym in the 'Correct synonym' column.

Phrase from text	Correct synonym
localizado en	
de invierno	
cuenta con	
panorama	
situación	
centro histórico	
está muy cerca de	
un sitio relajado	
todo el día	
las zonas más visitadas	

Now see how identifying synonyms can help you find the correct answer to the question on page 3 and complete activities 1 and 2.

- Look at questions 1-5 following texts A-G. For each question:
- underline the two requirements that each holidaymaker is looking for.
- note down these requirements in English on paper.

1 *Luxury accommodation, top quality food*

2 Unit 1 Understanding a broad range of vocabulary

Skills boost

1 How do I recognise and understand synonyms?

Some more challenging questions require you to match words and phrases that are different but express the same idea. Learning how to identify and understand synonyms will help you.

- Look at the words in the boxes below.
- Decide whether each word is an adjective, verb or noun, and write A, V or N in the box next to each word. Synonyms are usually the same type of word.
- For any words you don't know, note down on paper whether they are cognates, or look similar to other Spanish words that you do know.
- Complete the table: sort the words into columns so that they are grouped with other words of the same or similar meaning. There should be three words in each column.

piso	estupendo	tormenta	bello	apartamento	N	escoger
opinar	guapo	A	seleccionar	V	genial	
lluvia	N	hogar	creer		pensar	V
					nieve	

Good looking	To think	Place to live	Weather	Great	To choose
guapo	pensar	apartamento	lluvia	genial	seleccionar

- Now read the text below, looking carefully at each underlined word or phrase.

Cada agosto voy con mi familia a vacanear en la costa. Nos gusta estar a orillas del mar y reservamos alojamiento junto a la playa. Por lo general, pasamos las mañanas bañándonos en el mediterráneo.

Durante las horas de más calor, nos retiramos a la sombra para almorzar unos platos típicos de gaspacho o mariscos.

- Next to each underlined word, write N for a noun, A for an adjective, AP for an adverbial phrase and V for a verb.
- On paper, write down key words from the sentence containing the underlined word. This will help you understand the context. For example:
- Now look at the box below, which contains synonyms for the underlined words/phrases in the text. Annotate the text with the synonyms.

nadando	sopa fría	al lado del
habitaciones	cerca de	fuera del sol
nos sentamos	comer	pasar el verano

Use the context and the form of the word to help you replace unfamiliar words with a synonym.

4 Unit 1 Understanding a broad range of vocabulary

Introduce key skill or barrier for which intervention is needed

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

Get back on track

Requires you to practise the skills you have worked on, specifically to express the same ideas.

web española que explica la popularidad turística desde hace muchos años. La buena infraestructura para hoteles, apartamentos, carreteras y los veraneantes desde campos de golf. Podemos estar orgullosos de algo que hacer para visitantes de...

buscan vacaciones de sol y un patrimonio variado y rico con sus catedrales, mezquitas, museos y una amplia gama de costumbres populares con los visitantes como las artes y la artesanía.

Y de la costa, España ofrece playas y bosques, ríos y tierras para el senderismo, la equitación, la vela. También, el agroturismo (turismo rural) es muy popular.

¿siguientes?

La variedad de paisajes y actividades es una atracción creciente.

Remember to focus on the key words or phrases in each question and find the section of text that expresses the same idea but in different words. For instance, at the start of paragraph A there is a list of the things that Spain can offer the tourist. This is a list of the facilities (instalaciones) offered.

There is a wealth of interesting vocabulary on tourism in these passages. To broaden your vocabulary, add any new words to your 'tourism' topic list - try and find synonyms for these as well.

Unit 1 Understanding a broad range of vocabulary 7

Use the **Target** and **REVISE** series to prepare students fully for AQA 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

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 look ☐ Nearly there ☐ Nailed it! ☐

Places to see

You need to know places in a town and you need prepositions to say where they are.

Los lugares de interés

Se puede ver ...	You can see ...
el ayuntamiento.	the town hall.
el museo.	the museum.
la galería de arte.	the art gallery.
el teatro.	the theatre.
la plaza de toros.	the bull ring.
la estación de tren.	the train station.
la iglesia.	the church.
la biblioteca.	the library.
la catedral.	the cathedral.
el castillo.	the castle.
el palacio.	the palace.
los monumentos.	the monuments.
Hay muchas tiendas.	There are lots of shops.
la carnicería.	the butcher's.
la pescadería.	the fishmonger's.
la panadería.	the baker's.
la frutería.	the fruit shop.
el supermercado.	the supermarket.
la ferretería.	the hardware store.
el quiosco (de periódicos).	the newspaper stand.
la farmacia.	the chemist's.

Prepositions

Use prepositions to describe places.

Note that *de* + *el* changes to *del*.

Está ...

delante de in front of

detrás de behind

entre between

cerca de near to

enfrente de opposite

a mano derecha / on the right

izquierda on the left

en la esquina on the corner

a 10 minutos 10 minutes

Está delante del cine. It's in front of the cinema.

Worked example

Read Martin's note about what he has to do.

lunes
Ir al supermercado para comprar bolígrafos para el instituto. Llevar libros a la biblioteca delante del banco y comprar una postal para José en la tienda del museo.

martes
Ir a la farmacia enfrente de la frutería a comprar perfume. Comprar entradas para la exposición de la galería de arte mañana. Mandar correo electrónico al banco. Por la noche comprar pan.

Answer the question in English. (1 mark)

Why is Martin going to the supermarket?

...to buy pens for school...

Exam alert

When answering questions, you give all the relevant information. If you read on your own, you can find out more information in your textbook.

Now try this

Read the text in the worked example and answer the questions in English.

(a) Where is Martin going to buy a postcard? (1 mark)

(b) Where will he go first on Tuesday? (1 mark)

(c) Where is he going on Wednesday? (1 mark)

(d) What will he do last thing on Tuesday? (1 mark)

Local, national, international and global areas of interest

Had a go ☐ Nearly there ☐ Nailed it! ☐

Places to visit

What to visit

1 You ask the receptionist at your hotel about what to see in the area. What does he say? Write the correct answer in each box.

Example: The weather is going to be ...

A	dull and cloudy.
B	chilly.
C	ideal for sightseeing.

(c) When you arrive in Avilés, it seems ...	
A	quite ugly.
B	very quiet.
C	extremely modern.

(a) In Oviedo he recommends ...

A	the modern shopping streets.
B	the historic areas.
C	the old market and statues.

(d) Proaza is great for ...	(1 mark)
A	hiring quad bikes.
B	watching the cycling race.
C	a country bike ride.

(b) Gijón is ...

A	an expensive town.
B	a walled city.
C	on the coast.

(e) El Nalón is a good place for ...	(1 mark)
A	walks by the river.
B	river-side cafés.
C	canoeing.

Mi ciudad

2 Tu compañero de intercambio español pregunta lo que se puede hacer en tu región. Escribe un correo electrónico a tu amigo.

Menciona:

- lo que hay en tu ciudad
- unas actividades que vais a hacer durante el día
- lo que se puede hacer por la noche
- una visita que hiciste recientemente en tu región.

Escribe aproximadamente 90 palabras en español.

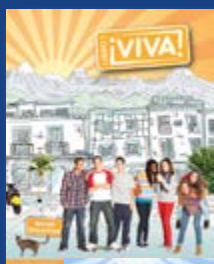
Always read the tasks in full before you start, so that you can plan what you are going to write. This way you will not end up repeating yourself and will use a greater variety of language.

(16 marks)

Practise bringing everything together with exam-style questions

Using **Target** for intervention at the points students most need it, and **REVISE** to support students as they prepare for exams, you can help each of your students to achieve their full potential at GCSE.

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