



GCSE  
Eduqas Spanish

Teacher Guide

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# EDUQAS GCSE SPANISH

## THEMES

Eduqas GCSE Spanish is divided into three main **themes**. Each theme has three sub-themes which are divided into two modules each. This makes a total of 18 modules to be studied during the course. The book is divided up in the same way and each sub-theme contains:

- Three double pages of activities for each module.
- One double page of vocabulary for each module.
- ‘Grammar in context’ exercises at the end of the sub-theme.

IDENTITY AND CULTURE	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p><b>YOUTH CULTURE</b></p> <ul style="list-style-type: none"><li>• Self and relationships</li><li>• Technology and social media</li></ul>	<p><b>HOME AND LOCALITY</b></p> <ul style="list-style-type: none"><li>• Local areas of interest</li><li>• Transport</li></ul>	<p><b>CURRENT STUDY</b></p> <ul style="list-style-type: none"><li>• School/college life</li><li>• School/college studies</li></ul>
<p><b>LIFESTYLE</b></p> <ul style="list-style-type: none"><li>• Health and fitness</li><li>• Entertainment and leisure</li></ul>	<p><b>SPAIN AND SPANISH-SPEAKING COUNTRIES</b></p> <ul style="list-style-type: none"><li>• Local and regional features and characteristics</li><li>• Holidays and tourism</li></ul>	<p><b>WORLD OF WORK</b></p> <ul style="list-style-type: none"><li>• Work experience and part-time jobs</li><li>• Skills and personal qualities</li></ul>
<p><b>CUSTOMS AND TRADITIONS</b></p> <ul style="list-style-type: none"><li>• Food and drink</li><li>• Festivals and celebrations</li></ul>	<p><b>GLOBAL SUSTAINABILITY</b></p> <ul style="list-style-type: none"><li>• Environment</li><li>• Social issues</li></ul>	<p><b>JOBS AND FUTURE PLANS</b></p> <ul style="list-style-type: none"><li>• Applying for work/study</li><li>• Career plans</li></ul>

# INTRODUCING THE EDUQAS GCSE SPANISH TEXTBOOK

The Eduqas GCSE textbook has been designed in conjunction with Eduqas to offer engaging and relevant content with comprehensive coverage of the Eduqas themes and sub-themes, incorporating all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities of varying ability to practise all four skills at both Foundation and Higher level.

Throughout the textbook you will see the following icons:

## READING



Each module (e.g. 1a Self and relationships) has six reading exercises which include:

- Three shorter reading tasks
- Three longer reading tasks
- Two tasks in the assessed language
- One task on a literary text based on the module
- Verbal and non-verbal questions
- Questions addressing the requirements of the Department for Education scope of study and context and purposes requirements

In addition, there is a translation into English in every module.

## LISTENING



Each module contains three listening tasks, one of which is in the assessed language. They cover a range of contexts and use a variety of question styles in order to match the regulatory requirements for the exam.

## SPEAKING



Every module contains:

- A photo card with practice questions. The real exam has two seen and two unseen questions. For practice, the photo cards in the textbook have five questions which increase in difficulty to help Foundation and Higher candidates to prepare for the exam.

- The role play in the exam has five interactions including one unpredictable question. In order to help students prepare for this element of the exam, the role play tasks in the textbook have six prompts (two statements, two questions to ask and two tense statements) for students to practise, which will help them get used to the pressures of the preparation time before their speaking exam.
- A list of suggested conversation questions. Each module has six questions which increase in difficulty and will require detailed opinions and a range of tenses. These can form part of a bank of questions to help students revise for this element of the exam.

#### WRITING



Every module contains carefully structured tasks that are similar in demand to the writing exam. These vary in style to correspond to the requirements of the real exam and can all be adapted to suit Foundation and Higher students. There is also a translation into Spanish in every module.

#### EXTRA



Some exercises have an Extra section which offers extra language practice or some more challenging questions. These are ideal to stretch and challenge more able pupils.

#### GRAMMAR



Grammar boxes throughout the modules highlight relevant points that are raised. There is also a 'Grammar in context' section at the end of every sub-theme (two modules) with practice exercises as well as a grammar glossary with verb tables at the back of the book.



Key words, phrases or reminders are identified by this icon throughout the book.



At the end of every module there is a list of useful vocabulary which is based on the Eduqas GCSE specification.

# TEXTBOOK OVERVIEW

	Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
Unit 1 Modules 1–3	<b>Youth culture</b> (1a) Self and relationships (1b) Technology and social media	<b>Home and locality</b> (2a) Local areas of interest (2b) Transport	<b>Current study</b> (3a) School/college life (3b) School/college studies
Unit 2 Modules 4–6	<b>Lifestyle</b> (4a) Health and fitness (4b) Entertainment and leisure	<b>Spain and Spanish-speaking countries</b> (5a) Local and regional features and characteristics (5b) Holidays and tourism	<b>World of work</b> (6a) Work experience and part-time jobs (6b) Skills and personal qualities
Unit 3 Modules 7–9	<b>Customs and traditions</b> (7a) Food and drink (7b) Festivals and celebrations	<b>Global sustainability</b> (8a) Environment (8b) Social issues	<b>Jobs and future plans</b> (9a) Applying for work/study (9b) Career plans





# THEME: IDENTITY AND CULTURE

## UNIT 1

## YOUTH CULTURE

# 1A SELF AND RELATIONSHIPS (1)

## READING



### Answers:

1. Sal
2. Laura
3. Arturo
4. Amalia
5. Amalia
6. Arturo

## READING



### Answers:

1. The word 'friend' is often used to describe a contact rather than someone you actually have a friendship with/you can send messages to 'friends' but it isn't the same as having a proper relationship.
2. Having friends.
3. Being a friend.
4. If you are a real friend or just a contact.
5. Any three: they don't tell anyone their friend's secrets/they worry about their friend's problems/they listen (attentively) to their friend's problems/they confide in their friend when they have a problem.

## EXTRA



### Extra – Suggested translations:

Todos necesitamos tener al menos un amigo en la vida

We all need to have at least one friend in life

No es lo mismo que tener una relación personal

It's not the same as having a personal relationship

No suelo guardar bien los secretos

I don't usually keep secrets well

Nunca hablo de mis problemas con mi amigo

I never talk about my problems with my friend

### Suggested translations:

1. Do you get on well with your friends?
2. My younger brother is very annoying.
3. My best friend always wears fashionable clothes.
4. My cousin is going to get married next month.

## READING



## LISTENING



**Listen to this all the way through, then ask students to respond to the question: what are they talking about?**

**Answer:** their parents/families/problems at home

### Transcript:

**Rosa:** ¿Con quién discutes más, Javi?

**Javi:** Mi hermanas menores me molestan mucho. Siempre quieren estar conmigo y no me dejan en paz. Mis padres no hacen nada, entonces prefiero pasar la mayoría del mi tiempo en mi dormitorio.

**Rosa:** Yo creo que tienes suerte porque soy hija única y la vida es muy aburrida. Además, mis padres son muy protectores y no me dejan salir por la noche.

**Javi:** Pues mis padres trabajan tanto que casi nunca están en casa. Puedo hacer lo que quiero y salir hasta muy tarde.

**Answers:** The correct sentences are 1, 3, 4, 6, 10

### Extra:

1. No me dejan en paz.
2. Yo creo que tienes suerte.
3. Puedo hacer lo que quiero.

## EXTRA



# 1A SELF AND RELATIONSHIPS (2)

## READING



Before answering the questions, ask pupils to read the four statements then ask: what are they about?

**Answer:** marriage and children

**Answers:**

1. False
2. True
3. True
4. True
5. Not mentioned
6. False

## EXTRA



**Extra – Suggested translations:**

1. 32% of young Spanish people want to get married in the future.
2. 43% of young people want to have children in the next 15 years.
3. In Spain you can get married at 16 if the family is in agreement.
4. Almost half of young marriages end in separation or divorce within 10 years.

## READING



**Answers:**

1. Love
2. Any two: it changes your life/they make you laugh (when you are sad)/they help you (in difficult and sad times)/they hold your hand and tell you everything is going to be OK
3. Happy/filled with joy/happiness
4. Because you have nothing to worry about
5. Forever/for the rest of your life
6. Todo va a salir bien

## LISTENING



Listen to this all the way through, then ask students to respond to the question: **¿De qué trata el anuncio?**

**Answer:** es un sitio web para buscar novio

This can be played in two sections if you prefer. The first paragraph covers questions 1 and 2 and the second paragraph covers questions 3–6.

**Transcript:**

¡Date la oportunidad de buscar novio y regístrate ya en nuestra web Mi Media Manzana! Buscar pareja por Internet no es desesperado. Es una opción más, al igual que puedes conocer una persona especial caminando por la calle, en el gimnasio o en el colegio.

Si tus amigas creen que buscar novio por Internet es una locura, debes demostrarles que no lo es, hay muchas personas que lo hacen y hoy tienen a una persona especial en su vida. Debes tener en cuenta que no es un proceso rápido ni fácil, puedes tardar unos meses conocer a la persona ideal, entonces necesitas la mejor actitud y tienes que ser bastante paciente.

**Answers:**

1. El sitio web te da la oportunidad de buscar **novio**.
2. Puedes conocer a un novio en el **gimnasio** o en el **colegio**. (these can be in any order)
3. Algunas personas piensan que es **loco** buscar pareja por Internet.
4. No es un proceso **fácil** ni **rápido**. (these can be in any order)
5. Para encontrar a la persona ideal necesitas una **actitud** positiva.
6. Tienes que ser **paciente**.

# 1A SELF AND RELATIONSHIPS (3)

## READING



### Answers:

1. Leo
2. Alicia
3. Leo
4. Leo
5. Alicia
6. Alicia
7. Leo
8. Alicia

## EXTRA



### Extra:

- lo más importante
- a gusto
- (yo) diría
- todo el mundo



## READING



Before answering the questions, ask pupils just to read the blog post, then ask: ¿De qué trata?

**Answer:** la vida de las celebridades

### Answers:

1. Son personas que todos conocen/no tienen una vida privada/los 'paparazzi' siempre están allí.
2. La moda/las opiniones políticas/los intereses/el comportamiento.
3. La fama/la belleza/el dinero.

This is an assessed language task but you may wish to give questions 1–3 in English to less able candidates in your class.

1. Write **one** detail about celebrities mentioned in the first paragraph.
2. Give **two** details about what celebrities can influence.
3. Give **two** details about what young people want to have.

### Answers:

1. Celebrities are people everyone knows/their life can't be private/they always have 'paparazzi' around them.
2. Fashion/political opinions/interests/behaviour (of young people).
3. Fame/beauty/money.

### Extra:

1. That their children will try to imitate their idols (who have many vices/bad habits).
2. Suggested translation:  
Many people want to be famous, some achieve this much desired fame and others don't. Celebrities are people that everyone knows and their lives cannot be private because they have 'paparazzi' around them all the time.
3. Suggested translation:  
Are these people a good example to follow? Do they influence the lives of their fans?

## EXTRA



The *Crown House Eduqas GCSE Spanish Teacher Guide* is the teacher's companion to the *Crown House Eduqas GCSE Spanish Textbook*, which offers engaging and relevant content with comprehensive coverage of the Eduqas themes and sub-themes and incorporates all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities to allow students working at both Foundation and Higher level to practise the four key skills of listening, reading, speaking and writing. The book provides:

- an overview of the course content and structure
- answers to the questions in the student book
- transcripts for the listening exercises in the student book

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## ALSO AVAILABLE



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