

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
<p><b>1 ¿Cómo te llamas?</b> (pp. 8–9)</p> <p>Getting used to Spanish pronunciation Introducing yourself</p>	<p><b>PoS</b> <b>GV1</b> Tenses (present) <b>GV2</b> Grammatical structures (definite articles) <b>LC5</b> Accurate pronunciation and intonation</p> <p><b>PPS:</b> 1st–3rd steps</p>	<p><i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i></p>	<p><b>G</b> definite articles (<i>el/lallos/las</i>) <b>G</b> verb endings</p> <p>– introduction to Spanish pronunciation</p>
<p><b>2 ¿Qué tipo de persona eres?</b> (pp. 10–11)</p> <p>Talking about your personality Using adjectives that end in <i>-o/-a</i></p>	<p><b>PoS</b> <b>GV2</b> Grammatical structures (adjectival endings) <b>LC6</b> Translation into English <b>LC8</b> Writing creatively</p> <p><b>PPS:</b> 1st–4th steps</p>	<p><i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i></p>	<p><b>G</b> adjectives that end in <i>-o</i> or <i>-a</i> <b>G</b> making sentences negative <b>G</b> <i>ser</i> (present, singular)</p> <p>– connectives: <i>y</i>, <i>también</i>, <i>pero</i></p> <p>– pronunciation (stress on next to last syllable, accented words)</p>
<p><b>3 ¿Tienes hermanos?</b> (pp. 12–13)</p> <p>Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)</p>	<p><b>PoS</b> <b>GV2</b> Grammatical structures (indefinite articles) <b>LC5</b> Speaking coherently and confidently <b>LC6</b> Reading comprehension</p> <p><b>PPS:</b> 1st–3rd steps</p>	<p><i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> Numbers: <i>uno</i> to <i>quince</i> (and <i>cero</i>) <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro</i> <i>Tengo una hermanastra</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i></p>	<p><b>G</b> <i>tener</i> (present, singular) <b>G</b> indefinite articles (<i>un/una</i>)</p> <p>– pronunciation of <i>n</i> and <i>ñ</i></p>

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<p><b>4 ¿Cuándo es tu cumpleaños?</b> (pp. 14–15)</p> <p>Saying when your birthday is Using numbers and the alphabet</p>	<p><b>PoS</b> <b>LC2</b> Transcription <b>LC5</b> Speaking coherently and confidently <b>LC7</b> Literary texts</p> <p><b>PPS:</b> 1st–4th steps</p>	<p><i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i> <i>enero</i> <i>febrero</i> <i>marzo</i> <i>abril</i> <i>mayo</i> <i>junio</i> <i>julio</i> <i>agosto</i> <i>septiembre</i> <i>octubre</i> <i>noviembre</i> <i>diciembre</i> Numbers: <i>dieciséis</i> to <i>treinta y uno</i> <i>¿Cómo se escribe?</i> <i>Se escribe...</i> The alphabet in Spanish</p>	<p>– pronunciation of <i>b</i> and <i>v</i></p> <p>– reading strategies: using patterns</p>
<p><b>5 ¿Tienes mascotas?</b> (pp. 16–17)</p> <p>Talking about your pets Making adjectives agree with nouns</p>	<p><b>PoS</b> <b>GV2</b> Grammatical structures (adjectival agreement) <b>GV3</b> Developing vocabulary</p> <p><b>PPS:</b> 2nd–4th steps</p>	<p><i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato,</i> <i>un conejo, un pez,</i> <i>un ratón, una serpiente,</i> <i>una cobaya</i> <i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosa</i> <i>naranja</i></p>	<p><b>G</b> adjective forms (masculine and feminine, singular and plural)</p> <p>– pronunciation of <i>r</i> and <i>rr</i></p> <p>– intensifiers: <i>muy, un poco, bastante</i></p>

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<b>6 Cómo soy...</b> (pp. 18–19) Writing a text for a time capsule Adding variety to your writing	<b>PoS</b> <b>GV3</b> Opinions and discussions <b>LC4</b> Expressing ideas (writing) <b>LC6</b> Writing creatively  <b>PPS:</b> 2nd–4th steps	Review of language from Units 1–5	<ul style="list-style-type: none"> <li>– developing writing skills</li> <li>– making your writing interesting</li> <li>– high-frequency words</li> </ul>
<b>Resumen y Repaso</b> (pp. 20–21) Pupils' checklist and practice exercises			
<b>¡Adelante!</b> (pp. 22–23) Question styles working towards GCSE	<b>PPS:</b> 2nd–5th steps		
<b>Gramática</b> (pp. 24–25) Detailed grammar summary and practice exercises			<ul style="list-style-type: none"> <li><b>G</b> the indefinite article (<i>un/una</i>)</li> <li><b>G</b> the definite article (<i>el/la/los/las</i>)</li> <li><b>G</b> regular verbs (<i>hablar, vivir</i> – present, singular)</li> <li><b>G</b> irregular verbs (<i>ser, tener</i> – present, singular)</li> <li><b>G</b> adjectives (masculine and feminine, singular and plural)</li> <li><b>G</b> making verbs negative</li> </ul>
<b>Zona Proyecto: Los animales</b> (pp. 28–29)  Finding out about endangered animals Producing a set of animal cards to trade	<b>PoS</b> <b>GV3</b> Developing vocabulary <b>LC3</b> Conversation  <b>PPS:</b> 1st–4th steps		<ul style="list-style-type: none"> <li>– saying new words</li> <li>– developing writing skills</li> <li>– using a dictionary to find new words</li> </ul>
<b>Te toca a ti</b> (pp. 126–127) Self-access reading and writing at two levels	<b>PPS:</b> 2nd–4th steps		