

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
1 ¿Cuántas personas hay en tu familia? (pp. 80–81) Describing your family Using possessive adjectives	PoS GV2 Grammatical structures (possessive adjectives) GV3 Developing vocabulary LC1 Listening and responding PPS: 1st–4th steps	<i>mi madre</i> <i>mi padre</i> <i>mis padres</i> <i>mi hermano/a</i> <i>mi hermanastro/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>mi bisabuelo/a</i> <i>mi tío/a</i> <i>mis tíos</i> <i>mi primo/a</i> <i>mis primos</i> <i>tiene/tienen... años</i> <i>se llama/se llaman</i> <i>veinte</i> <i>treinta</i> <i>cuarenta</i> <i>cincuenta</i> <i>sesenta</i> <i>setenta</i> <i>ochenta</i> <i>noventa</i> <i>cien</i> <i>cuarenta y tres, etc.</i>	G possessive adjectives: <i>mi/tu/su</i> and <i>mis/tus/sus</i>

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2 ¿De qué color tienes los ojos? (pp. 82–83) Describing your hair and eye colour Using the verbs <i>ser</i> and <i>tener</i>	PoS GV2 Grammatical structures (irregular verbs, adjectival word order) LC6 Reading comprehension LC8 Writing creatively PPS: 1st–4th steps	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos...</i> <i>azules</i> <i>grises</i> <i>marrones</i> <i>verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo...</i> <i>negro</i> <i>rubio</i> <i>castaño</i> <i>azul</i> <i>liso</i> <i>rizado</i> <i>largo</i> <i>corto</i> <i>Soy pelirrojo/a.</i> <i>Soy calvo.</i>	G irregular verbs <i>tener</i> and <i>ser</i> G position of adjectives (after the noun) – pronunciation of / and //
3 ¿Cómo es? (pp. 84–85) Saying what other people look like Using verbs in the third person	PoS LC6 Reading comprehension LC8 Writing creatively PPS: 2nd–4th steps	<i>(No) Es...</i> <i>alto/a</i> <i>bajo/a</i> <i>pequeño/a</i> <i>joven</i> <i>viejo/a</i> <i>guapo/a</i> <i>gordo/a</i> <i>delgado/a</i> <i>feo/a</i> <i>simpático/a</i> <i>inteligente</i> <i>Tiene pecas.</i> <i>Tiene barba.</i>	G agreement of adjectives with nouns – pronunciation of diphthongs – using intensifiers

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4 ¿Cómo es tu casa o tu piso? (pp. 86–87) Describing where you live Using the verb <i>estar</i> (to be)	PoS GV2 Grammatical structures (the verb <i>estar</i>) LC5 Speaking coherently and confidently PPS: 3rd–5th steps	<i>Vivo en...</i> <i>una casa</i> <i>un piso</i> <i>bonito/a</i> <i>antiguo/a</i> <i>cómodo/a</i> <i>pequeño/a</i> <i>grande</i> <i>moderno/a</i> <i>Está en...</i> <i>la montaña</i> <i>un pueblo</i> <i>una ciudad</i> <i>la costa</i> <i>el campo</i> <i>el desierto</i> <i>el norte</i> <i>el este</i> <i>el sur</i> <i>el oeste</i> <i>el centro</i>	G the verb <i>estar</i>
5 El carnaval en familia (pp. 88–89) Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary	PoS GV3 Developing vocabulary LC6 Reading comprehension PPS: 3rd–5th steps	Review of language from Units 1–4	– developing dictionary skills – looking up nouns, adjectives and verbs
6 Autorretrato (pp. 90–91) Creating a video about yourself Planning and giving a presentation	PoS LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently PPS: 1st–5th steps	Review of language from Units 1–4	– developing speaking skills – using connectives, intensifiers, adjectives and giving opinions – developing presentation skills: speaking from notes and practising

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Resumen y Repaso (pp. 92–93) Pupils' checklist and practice exercises			
¡Adelante! (pp. 94–95) Question styles working towards GCSE	PPS: 3rd–5th steps		
Gramática (pp. 96–97) Detailed grammar summary and practice exercises			G possessive adjectives: <i>mi/tu/su</i> and <i>mis/tus/sus</i> G adjectives (agreement with nouns) G irregular verbs (<i>tener, ser</i>) G <i>ser</i> and <i>estar</i>
Zona Proyecto: Las Meninas (pp. 100–101) Describing a painting Recording an audio or video guide to a painting	PoS GV3 Developing vocabulary to give opinions and take part in discussions LC5 Speaking coherently and confidently PPS: 4th–5th steps		
Te toca a ti (pp. 132–133) Self-access reading and writing at two levels	PPS: 2nd–5th steps		