

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
<p>1 ¿Qué estudias? (pp. 56–57)</p> <p>Saying what subjects you study Using -ar verbs to say what 'we' do</p>	<p>PoS GV3 Developing vocabulary LC3 Conversation</p> <p>PPS: 1st–5th steps</p>	<p><i>¿Qué estudias?</i> <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(el) español</i> <i>(la) religión</i> <i>(la) geografía</i> <i>(la) historia</i> <i>(la) tecnología</i> <i>(la) informática</i> <i>(las) ciencias</i> <i>(las) matemáticas</i> <i>(el) teatro</i> <i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i> <i>¿Por qué?</i> <i>porque</i> <i>(no) estudio/estudiamos...</i> <i>por la mañana</i> <i>por la tarde</i></p>	<p>G 'we' form of -ar verbs</p> <p>– y (meaning 'and') changes to e before words beginning with <i>i-</i> or <i>hi-</i></p> <p>– pronunciation of c (when hard or soft)</p> <p>– <i>los lunes</i> (on Mondays)</p>
<p>2 ¿Te gustan las ciencias? (pp. 58–59)</p> <p>Giving opinions about school subjects Using <i>me gusta(n) + el/la/los/las</i></p>	<p>PoS GV2 Grammatical structures (<i>me gusta(n)</i>) GV4 Accuracy (grammar) LC4 Expressing ideas (speaking)</p> <p>PPS: 2nd–5th steps</p>	<p><i>¿Te gusta...?</i> <i>¿Te gustan...?</i> <i>Me gusta(n)...</i> <i>No me gusta(n)...</i> <i>No me gusta(n) nada...</i> <i>Me encanta(n)...</i> <i>porque...</i> <i>interesante</i> <i>importante</i> <i>aburrido/a</i> <i>divertido/a</i> <i>práctico/a</i> <i>difícil</i> <i>fácil</i> <i>útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i></p>	<p>G using the direct article (<i>el/la/los/las</i>) when giving opinions about subjects</p> <p>G checking verbs, definite articles and adjectival agreement in sentences giving opinions</p> <p>– pronunciation of g (when hard or soft)</p> <p>– using <i>porque</i> to give reasons for opinions</p>

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
<p>3 ¿Qué hay en tu insti? (pp. 60–61)</p> <p>Describing your school Using the words for 'a', 'some' and 'the'</p>	<p>PoS GV2 Grammatical structures (articles) GV4 Accuracy (grammar) LC8 Writing creatively</p> <p>PPS: 2nd–5th steps</p>	<p><i>En mi instituto hay... no hay... un campo de fútbol un comedor un gimnasio un patio una clase de informática una piscina una biblioteca unos laboratorios unas clases moderno/a bonito/a grande antiguo/a pequeño/a feo/a</i></p>	<p>G plural indefinite articles <i>unos/unas</i> (meaning 'some')</p> <p>G plural definite articles <i>los/las</i> (meaning 'the')</p> <p>– <i>hay</i> + indefinite article</p> <p>– <i>no hay</i> + no article</p>
<p>4 Durante el recreo (pp. 62–63)</p> <p>Talking about break time Using <i>-er</i> and <i>-ir</i> verbs</p>	<p>PoS GV1 Tenses (present) LC6 Reading comprehension</p> <p>PPS: 2nd–4th steps</p>	<p><i>¿Qué haces durante el recreo? Como... algo unas patatas fritas un bocadillo una chocolatina unos caramelos chicle fruta Bebo... algo agua un zumo un refresco leo mis SMS escribo SMS primero luego normalmente a veces</i></p>	<p>G present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms)</p> <p>– use of sequencers to extend writing, e.g. <i>primero, luego, normalmente, a veces,</i></p>

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
<p>5 ¿Te gusta tu instituto? (pp. 64–65) Understanding details about schools Using prediction as a listening strategy</p>	<p>PoS LC1 Listening and responding LC5 Speaking coherently and confidently PPS: 1st–5th steps</p>	<p>Review of language from Units 1–4</p>	<p>– developing listening skills – using prediction; questions and pictures as clues – trying to predict while listening</p>
<p>6 ¿Cómo es tu insti? (pp. 66–67) Writing a longer text about your school Checking your written work is accurate</p>	<p>PoS GV4 Accuracy (spelling, grammar) LC4 Expressing ideas (writing) PPS: 1st–5th steps</p>	<p>Review of language from Units 1–4</p>	<p>– developing writing skills – checking grammar, spelling, accents – using connectives, intensifiers, sequencers and expressions of frequency</p>
<p>Resumen y Repaso (pp. 68–69) Pupils' checklist and practice exercises</p>			
<p>¡Adelante! (pp. 70–71) Question styles working towards GCSE</p>	<p>PPS: 3rd–5th steps</p>		
<p>Gramática (pp. 72–73) Detailed grammar summary and practice exercises</p>			<p>G <i>me gusta/me gustan me encanta/me encantan</i> G adjectives (agreement with sing., plural, masc., fem. nouns) G the definite and indefinite articles G present tense verbs (regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs)</p>

Unit & Learning objectives	Programme of Study (PoS) references Pearson Progression Scale (PPS) coverage	Key language	Grammar and other language features
<p>Zona Proyecto: La educación (pp. 76–77)</p> <p>Reading about the right to education Creating an action plan for a school in Guatemala</p>	<p>PoS GV3 Opinions and discussions LC4 Expressing ideas (speaking)</p> <p>PPS: 3rd–5th steps</p>		<p>– developing reading strategies: looking for cognates and near-cognates, using context and pictures for clues</p>
<p>Te toca a ti (pp. 130–131)</p> <p>Self-access reading and writing at two levels</p>	<p>PPS: 2nd–4th steps</p>		