

OBJECTIVES AND COURSE CONTENT BY LEVEL

LEVEL A1

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Learn to introduce yourself. –Ask questions in class. –Greet and say goodbye.	–Phonetics: Intonation of partial questions and their answers.	–The Spanish alphabet.
–Give and ask for personal details. –Greet and say goodbye. –Resources for asking about words.	–Gender. –The three conjugations: -ar, -er, -ir. –The verbs ser, llamarse and tener. –Subject pronouns. –Phonetics: Vowels.	–Numbers. –Nationalities. –Professions. –Workplaces.
–Express intentions. –Explain the reasons for what we do. –Talk about what we know how to do in different languages.	–The present indicative. –Some uses of por, para and porque. –Definite articles (el, la, los, las) and indefinite articles (un, una, unos, unas). –Subject pronouns. –Phonetics: Word linking.	–Languages. –Language-class activities. –Leisure activities.
–Describe places. –Express existence and location. –Talk about the weather and climate.	–Some uses of hay. –The verb estar. –The superlative. –Quantifiers: muy, mucho / mucha / muchos / muchas. –Qué, cuál / cuáles, cuántos / cuántas, dónde, cómo. –Phonetics: Stress (basic rules, types of words).	–The weather and climate. –Geography. –Facts about countries. –Countries of the Spanish-speaking world. –Cardinal directions. –The seasons.
–Identify objects. –Express need. –Shop in stores: ask about products, ask for prices, etc. –Talk about preferences.	–Demonstratives: este / esta / estos / estas, esto. –El / la / los / las + adjective. –Qué + noun, cuál / cuáles. –Tener que + infinitive. –The verb ir. –The verb preferir. –Phonetics: The Spanish erre.	–Numbers above 100. –Colors. –Items of clothing. –Everyday objects.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Talk about appearance and personality. –Express and contrast likes and interests. –Ask about likes. –Talk about personal relationships.	–The verb gustar. –Quantifiers (muy, bastante, un poco). –Possessives. –También / tampoco. –Diacritical accent marks. –Phonetics: Intonation in questions.	–The family. –Adjectives describing personality. –Music. –Singers and artists from the Spanish-speaking world.
–Talk about habits. –Express frequency. –Ask and tell the time.	–The present indicative of some irregular verbs. –Pronominal verbs. –Yo también / Yo tampoco / Yo sí / Yo no. –Primero / Después / Luego. –Phonetics: Intonation in narration and enumerations.	–Days of the week. –Parts of the day. –Daily activities. –Daily routines in Spain.
–Manage in bars and restaurants. –Ask for and give information about food. –Talk about eating habits.	–The verbs poner and traer. –Direct-object pronouns (lo, la, los, las). –Some uses of de and con. –Phonetics: The sounds represented by ch and j.	–Food. –Ways of cooking. –Utensils and some containers. –Common dishes in Spain and typical dishes from the Spanish-speaking world.
–Describe towns, neighborhoods and cities. –Talk about what we like most about a place. –Ask for and give directions to a place. –Express likes and highlight an aspect.	–Quantifiers (algún, ningún, muchos). –Prepositions and adverbs of place (a, en, al lado de, lejos, cerca...). –Phonetics: Diphthongs.	–Services and places in cities. –Adjectives for describing neighborhoods and cities.
–Talk about past experiences. –Talk about skills and aptitudes. –Talk about people's strengths and weaknesses.	–The present perfect. –Saber + infinitive. –Poder + infinitive. –Phonetics: Pronunciation of /p/, /t/, /k/.	–Professions. –Adjectives describing personality. –Abilities and skills; quantifiers.

LEVEL A2

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Talk about habits. –Talk about duration. –Talk about difficulties. –Make recommendations. –Describe feelings.	–Regular and irregular present-tense forms. –Pronominal verbs. –The verbs costar and sentirse. –Desde and desde hace. –Phonetics: The Spanish ñ.	–Sentirse ridículo/a, seguro/a, inseguro/a, frustrado/a, bien / mal... –Dar vergüenza, miedo... –Activities for learning languages.
–Relate and connect past events. –Talk about the beginning and duration of an action.	–Form and uses of the pretérito indefinido. –Time markers for talking about the past. –The prepositions desde, hasta and durante. –Phonetics: Rhythm.	–Achievements. –Biographies. –Film figures in the Spanish-speaking world. –Cinema. –Ir / irse. –Empezar algo / empezar a + infinitive.
–Identify and physically describe people. –Talk about relationships and similarities between people.	–Irregular present-tense forms: c > zc. –Este, ese, aquel. –El / la / los / las + que + verb. –Evaluating a relationship: llevarse bien / mal con and caer bien / mal. –Phonetics: Pronunciation of soft b, d and g.	–Adjectives for physical description. –Romantic relationships. –The verbs ser, tener and llevar. –The verb parecerse.
–Express likes and preferences. –Describe a house. –Compare. –Express agreement or shared preferences. –Locate objects in space. –Describe objects.	–Comparatives. –Prepositions and adverbs for location. –Possessive pronouns: el mío / la mía, etc. –Uses of ser and estar. –The verbs gustar, encantar and preferir. –Phonetics: Consonant clusters.	–Types of housing. –Parts of a home. –Adjectives for describing a home. –Shapes, styles and materials. –Housing in Spain.
–Manage in highly codified situations: greetings, introductions... –Ask for things, actions and favors.	–The gerund (regular and irregular forms). –Estar + gerund. –The conditional forms of poder and importar.	–Greetings and farewells. –Courtesy verbs: poder, importar, ayudar. –Dar, dejar y prestar, poner, pasar y tener.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Ask for and grant permission. –Give excuses and justify.	–Phonetics: Intonation of requests and justifications.	
–Talk about past experiences and evaluate them. –Talk about intentions and express the desire to do something.	–The present perfect. –Uses of the present perfect and the pretérito indefinido. –Ya / todavía no. –Ir a + infinitive. –Querer / pensar + infinitive. –Exclamatory sentences. –Phonetics: Intonation of exclamations.	–Leisure activities and places. –Places of interest and cultural offerings. –Leisure activities in Spain. –Parecer.
–Talk about food preferences and eating habits. –Explain how a dish is prepared.	–Direct-object pronouns. –Forms with se. –Some uses of ser and estar. –Y, pero, además. –Soler + infinitive. –Phonetics: Seísmo y sheísmo.	–Food. –Recipes. Typical dishes from Spanish-speaking countries. –Weights and measures.
–Describe pain, discomfort and symptoms. –Talk about moods. –Give advice.	–The verb doler. –Uses of ser and estar. –Form and some uses of the affirmative imperative. –Phonetics: The stressed syllable.	–Parts of the body. –Health and sports vocabulary. –Illnesses, discomfort and symptoms. –Moods.
LEVEL B1.1		
–Talk about habits, customs and circumstances in the past. –Place actions in the past and present. –Argue and debate.	–The pretérito imperfecto. –Ya no / todavía. –Time markers for the past. –Time markers for the present. –Phonetics: Intonation of temporal sentences.	–Travel. –Historical periods. –Key moments in the history of Spain and some Spanish-speaking countries. –Stages of life.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Express prohibition. –Express obligation. –Express impersonality. –Talk about habits. –Express opinions and give advice.	–Lo normal / lo habitual / lo raro es + infinitive. –Soler + infinitive. –Quantifiers: todo el mundo / la mayoría (de...) / muchos / algunos... –Es obligatorio / está prohibido / está permitido + infinitive; se prohíbe/n / se permite/n + noun. –Spelling: Uppercase and lowercase letters.	–Social customs. –Social customs in Spain. –Work and school vocabulary. –The verb dejar. –Expressions with ser and estar for talking about rules and habits.
–Talk about habits in the present. –Relate past experiences. –Talk about the beginning and duration of an action. –Locate an action in time.	–Periphrases: empezar a + infinitive / acabar de + infinitive / terminar de + infinitive / volver a + infinitive / dejar de + infinitive / llevar + gerund / seguir + gerund. –Desde / desde que / desde hace. –Phonetics: Alternative questions.	–Work. –Events in a person's life. –Work in Spain.
–Relate events in the past. –Sequence actions. –Express emotions.	–Irregular forms of the pretérito indefinido. –Contrast between the pretérito indefinido and imperfecto. –Past forms of estar + gerund. –Time markers for narration. –Phonetics: Pronunciation of t and d.	–Historical events. –Memories. –Emotions.
–Recommend and advise. –Give instructions. –Describe an advertisement.	–Form and some uses of the affirmative and negative imperative. –Placement of reflexive and direct-/indirect-object pronouns. –Spelling: The diacritical accent mark.	–Advertising: values, media and elements of an advertisement. –Iconic advertisements in Spain. –Household chores.
–Manage on the telephone. –Take and leave phone messages. –Pass on messages. –Some communication strategies.	–Reported speech: me ha dicho que... / me ha preguntado si... / me ha preguntado cuándo / dónde / por qué... –Spelling: The colon.	–Verbs that summarize the intention of a message (preguntar, recomendar, etc.). –Types of messages (letter, mobile message, email, etc.).

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		–New forms of messaging: how we communicate online in Spain.
–Talk about future actions and situations. –Express conditions. –Make hypotheses about the future.	–Si + present indicative + future; depende de + noun; depende de si + present indicative. –Form and some uses of the simple future. –Seguramente / seguro que / supongo que + future. –Time markers for talking about the future. –Phonetics: How to identify the stressed syllable.	–World problems. –The environment in Spain: problems and challenges. –Predictions about one's personal future. –Technology and science. –Cada vez más / menos.
–Narrate in the present. –Summarize the plot of a book or film. –Tell anecdotes. –Tell jokes.	–Some connectors for narration: (y) entonces, en aquel momento, al final, de repente, de pronto, etc. –Porque, como, aunque, sin embargo. –Forms and uses of direct- and indirect-object pronouns. –Spelling: The comma.	–Narrative genres (film, television, novels...). –Humor in Spain. –Latin stereotypes. –Verbs related to the act of speaking (contar, narrar...).
LEVEL B1.2		
–Talk about skills. –Talk about emotions. –Connect sentences.	–Verbs that take a pronoun (hacerse, ponerse, quedarse, sentirse...). –Aunque and y eso que. –Phonetics: Intonation of sentences with aunque and y eso que.	–Dársele bien / mal algo a alguien. –Dar vergüenza / miedo. –Ponerse nervioso/a / triste... –Adjectives buen and gran. –Ser bueno/a / malo/a + gerund.
–Express wishes, complaints and needs. –Propose solutions. –Write an open letter denouncing a problem.	–Present subjunctive. –Querer / pedir / necesitar + infinitive. –Querer / pedir / necesitar que + subjunctive. –Deberían / habría que... –Cuando + subjunctive. –Spelling: Same sound, different letters.	–Aspects of social and administrative life. –Social activism. –Problems in Spain.

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–Use resources for telling anecdotes. –Use resources to show interest while listening to a story. –Talk about causes and consequences.	–Some connectors for talking about causes and consequences: como, porque, así que, o sea que, etc. –The pluperfect indicative. –Combining past tenses in a narrative (present perfect, preterite, imperfect and pluperfect). –Phonetics: Intonation of narrative particles.	–Travel and tourism. –Tourist destinations in Colombia. –Costa Rica, the pearl of Central America. –Anecdotes.
–Express interests and feelings. –Talk about relationships. –Express disagreement in different registers. –Soften an expression of disagreement. –Counterargue.	–Me fascina / me encanta / odio / no aguanto... que + subjunctive. –Me fascina/n / me encanta/n / odio / no aguanto... + noun / infinitive. –Phonetics: Intonation of echo questions.	–Verbs for expressing interests, feelings and sensations. –Pet peeves / habits. –Resources for expressing disagreement.
–Describe the characteristics and functioning of something. –Express opinions about objects.	–Superlatives in -ísimo/a/os/as. –Exclamatory structures: ¡qué... tan / más...!, etc. –Relative clauses with prepositions. –Indicative and subjunctive in relative clauses. –Phonetics: Intonation of parenthetical clauses.	–Vocabulary for describing objects (shapes, materials...). –Vocabulary for evaluating the design of objects. –Superlatives and other degree expressions.
–Evaluate situations and facts. –Express opinions about actions and behavior.	–Es injusto / una vergüenza... + infinitive / que + present subjunctive. –Está bien / mal + infinitive / que... + present subjunctive. –Me parece bien / mal / ilógico... + infinitive / que + present subjunctive. –The conditional. –Esto / eso / lo + de (que) + noun / verb. –Spelling: G or j?	–Actions for a better world. –Characteristics and materials of objects. –Environmental problems in Spain.
–Make hypotheses and conjectures. –Relate mysterious events.	–Some uses of the simple future and future perfect.	–Mysterious events and paranormal phenomena. –Psychology and science.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Express degrees of certainty.	–Indicative and subjunctive constructions for formulating hypotheses. –Spelling: B or v?	–Creer algo / creerse algo / creer en algo. –The verbs pensar and recordar.
–Pass on orders, requests and advice. –Report what others said in the past.	–Direct and indirect speech. –Spelling: Accent marks in words with vowel sequences.	–Ir y venir. –Llevar y traer. –Work. –The world of work in Spain. –Scams, conflicts and complaints. –Workplace discrimination.
LEVEL B2.1		
–Refer to and comment on a news item. –Write a news story.	–Past tenses. –Use of the passive voice. –Impersonal constructions: se + verb conjugated in the 3rd person / use of the 3rd person plural. –Spoken and colloquial language: Expressions with the word <i>verdad</i>.	–Verbs for reporting information. –The media. –Newsworthy events.
–Express opinions and evaluations. –Refer to topics or previous contributions. –Set conditions. –Make, support or reject a proposal.	–(No) creo / pienso... que + indicative / subjunctive. –Es indispensable / ilógico... + infinitive / <i>que</i> + subjunctive. –Solo si / siempre que / siempre y cuando... –Eso (de / de que)... –Además y encima. –Spoken and colloquial language: Resources for taking the floor.	–Tourism. –Some verbs with prepositions. –Laws, bureaucracy and administration.
–Give advice. –Evoke imaginary situations. –Express opinions about actions and behavior. –Express wishes. –Express lack of knowledge.	–Some uses of the conditional. –Te recomiendo / aconsejo / sugiero que + present subjunctive. –The imperfect subjunctive. –Creía que..., pensaba que..., no sabía que... –Spoken and colloquial language: Agreeing and denying categorically.	–Sports. –Traditions. –Vocabulary for talking about emotions. –Fears and phobias. –Categorically denying a possibility in colloquial language.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Express cause and purpose. –Talk about feelings, character and personality. –Talk about qualities. –Qualities of people and objects.	–Some uses of por and para. –Tense agreement in relative clauses. –Connectors for adding, qualifying and contrasting information. –Spoken and colloquial language: Nominal forms of address.	–Vocabulary for personal and affective relationships. –Urban tribes. –Some verbs with prepositions.
–Talk about cities: describe them and comment on their qualities. –Talk about prior beliefs about something. –Express feelings.	–Relative clauses: use of que, quien/es, cuyo/a/os/as. –The participle in relative clauses: the passive voice. –Verbs of perception and opinion + indicative / subjunctive. –Spoken and colloquial language: Resources for softening and intensifying.	–Vocabulary for describing cities and travel. –Vocabulary for talking about feelings.
–Express conditions. –Set conditions and requirements.	–Uses of se in impersonal sentences. –Uses of passive constructions. –Uses of the perfect infinitive. –The present perfect subjunctive. –Relative constructions: quienes, aquellos/as que, todo aquel que, el / la / los / las que. –Spoken and colloquial language: Expressions with the word bueno.	–Únicamente, exclusivamente, necesariamente. –Vocabulary related to calls/applications. –Vocabulary related to education. –The verb presentarse.
LEVEL B2.2		
–Describe activities and movements. –Give instructions. –Talk about body posture. –Express feelings and moods.	–Describe actions with adjectives, gerunds, adverbs, prepositional phrases, etc. –Pronominal verbs. –Spoken and colloquial language: Approximators.	–Parts of the body. –Body posture. –Movements with the body and face. –Feelings, attitudes and moods. –Sentir y sentirse. –Poner y ponerse. –Quedar y quedarse.
–Express purpose. –Express intentionality.	–Para + infinitive / present or imperfect subjunctive.	–Adjectives with prefixes. –Indefinite article before adjectives.

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Refer to promises in reported speech. –Demand fulfillment of a commitment.	–Reported speech. –Uses of <i>se</i> to express lack of intention / accidental events. –Es que..., no es que..., lo que pasa es que... –Spoken and colloquial language: Relaying a conversation orally.	–Indefinite article before adjectives. –Hacer a propósito / sin querer / adrede... –Talk about conflicts.
–Combine past tenses. –Refer to past events. –Pass on requests and warnings. –Tell stories (tales, legends...).	–Time markers and constructions: justo cuando / entonces... –Uses of the imperfect indicative and subjunctive. –Uses of the gerund. –Placement of the adjective. –Spoken and colloquial language: The suffix –azo/a.	–Disasters and natural phenomena. –Vocabulary related to the history of cities. –Sports vocabulary. –Resources for talking about historical figures and events.
–Make predictions about the future. –Analyze and present environmental problems (their causes and consequences). –Create cohesion in texts.	–The future perfect. –Temporal constructions with mientras, hasta (que), en cuanto, antes de (que), después de (que). –Resources for creating cohesion in texts. –Spoken and colloquial language: Resources for expressing disagreement.	–The environment. –Resources for text cohesion: use of synonyms, hypernyms, hyponyms... –Nominalization.
–Talk about a job: qualities, duties, problems and feelings. –Describe a company. –Some characteristics of formal written texts.	–Concessive subordinate clauses: aunque, a pesar de, por mucho que... –Reformulating: es decir, esto es, o sea... –Giving examples: un ejemplo, por ejemplo, a modo de ejemplo. –Spoken and colloquial language: O sea, (que).	–Verbs and expressions from the workplace domain. –Characteristics of bosses and employees. –Meanings of the word experiencia.
–Evaluate past events. –Talk about hypothetical events in the past and their consequences. –Make reproaches.	–Combinations of pronouns. –The pluperfect subjunctive. –The conditional perfect. –Some connectors of cause and consequence. –Spoken and colloquial language: Como in causal clauses.	–Vocabulary related to education. –The verbs arrepentirse, lamentarse, dejar and pasar. –Vocabulary related to life events and life paths.

LEVEL C1.1

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Present counterarguments and qualify them. –Express complete and partial agreement. –Describe linguistic phenomena and talk about their evolution.	–Counterargumentative markers. –Resources for argumentation. –Resources for expressing agreement. –Markers for closing an argument. –Aspectual gerund periphrases: ir / venir + gerund. –Text types: The oral presentation.	–Linguistics. –Describing words. –Vocabulary for talking about trends. –Collocations with the word cuenta. –Creation of neologisms.
–Talk about music and sounds. –Talk about memories and transformative experiences. –Qualify the exactness of what is said. –Show preference.	–The independent gerund. –The markers <i>de pronto</i> and <i>de repente</i>. –Features of formal and informal registers. –Text types: The review.	–Sounds and music. –Expressing sensations and emotions. –Verbs of movement used metaphorically (llevar, mover, transportar...). –Intensification.
–Express irony. –Express agreement and disagreement. –Correct and question information.	–Que + subjunctive. –The conjectural conditional. –Quantifiers. –Incluso and ni siquiera. –Text types: The journalistic report.	–Information and misinformation. –Some verbs with prepositions. –Expressions with possessive pronouns. –The verb acabar.
–Talk about stages of life. –Reflect on the concept of time. –Talk about time management. –Give advice. –Define concepts.	–Markers for reformulating: explanatory and corrective markers. –The contrastive connectors en cambio and por el contrario. –Resources for expressing impersonality. –Temporal clauses: connectors <i>a medida que</i>, según and conforme. –Text types: The written composition.	–Vocabulary for talking about time. –Adjectives with the suffixes -ble, -dero/a, -dizo/a. –Expressions for talking about life stages/moments. –Metaphors.

LEVEL C1.2

OBJECTIVES	GRAMMATICAL CONTENT	LEXICAL AND SOCIOCULTURAL CONTENT
–Mediate in conflicts related to communication. –Reflect on misunderstandings. –Talk about humor. –Manage group work.	–Voseo. –Causal and conditional clauses with como. –Suspended clauses. –Text types: The professional email.	–Communication. –Humor and laughter. –Expressions related to the act of speaking. –Onomatopoeia. –The verb quedar. –Description of roles for cooperative work.
–Talk about identity. –Talk about changes. –Talk about rules. –Express conditions.	–Comparisons with cuanto más / menos... más / menos..., más que, antes que, mientras que. –Reported speech. –Conditional clauses with en caso de (que), salvo si, salvo que, a menos que, a no ser que, siempre y cuando, siempre que, mientras que, como... –Text types: Messages in online forums and social networks.	–The transformation of neighborhoods and cities. –Housing. –Expression of feelings. –Identity. –Laws and rules.
–Describe and comment on works of art. –Reflect on the function and purpose of art. –Express likes and interests. –Express opinions and evaluations. –Make hypotheses.	–Relative pronouns and adjectives. –Expressing agreement and disagreement. –Types of arguments. –The historical present. –The periphrases encontrarse / verse + participle. –Text types: The debate.	–Vocabulary from the field of art. –Colors and their meanings. –Compound terms for naming colors. –Adjectives for naming colors.
–Talk about food or dishes: description, history... –Evaluate quality. –Soften criticism. –Express surprise.	–Strengthening an argument with the connectors en realidad and de hecho. –The periphrasis venir a + infinitive. –Lo mismo... que / como... –Uses of hasta. –Text types: The report.	–Names of some foods in different varieties of Spanish. –Cooking techniques. –Flavors and textures. –Adjectives for defining our relationship with food.
–Some features of spoken discourse. –Express wishes. –Talk about ailments, their causes and solutions.	–Concessive clauses. –El / el hecho de + infinitive, el que / el hecho de que + subjunctive.	–Health. –Emotions and feelings. –Living conditions. –Expressing satisfaction. –Relational adjectives.

OBJECTIVES

GRAMMATICAL CONTENT

LEXICAL AND SOCIOCULTURAL CONTENT

–Como si + imperfect and pluperfect subjunctive.

–Text types: The job advertisement.

–Adverbs ending in **–mente**.
–The verb **reconocer**.