



CURRICULUM PLAN

SUMMARY

LACUNZA SPANISH COURSES

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CONTENTS	pages
1. INTRODUCTION	3
2. GENERAL OBJECTIVES	4
3. METHODOLOGY	4
4. COURSE SYLLABUS	5
4.1. A1 LEVEL	5
4.1.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	6
4.2. A2 LEVEL	7
4.2.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	7
4.2.2. COURSE CONTENT	8
4.3. A2+ LEVEL	9
4.3.1. COURSE CONTENT	9
4.4. B1 LEVEL	10
4.4.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	10
4.4.2. COURSE CONTENT	11
4.5. B1+ LEVEL	12
4.5.1. COURSE CONTENT	12
4.6. B2 LEVEL	13
4.6.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	13
4.6.2. COURSE CONTENT	14
4.7. B2+ LEVEL	16
4.7.1. COURSE CONTENT	16
4.8. C1 LEVEL	18
4.8.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	18
4.8.2. COURSE CONTENT	19
4.9. C2 LEVEL	22
4.9.1. GENERAL OBJECTIVES BY LANGUAGE SKILL	22
4.9.2. COURSE CONTENT	23

1. INTRODUCTION

Using a predominantly communicative approach that integrates the four language skills, our curriculum aims to achieve learning objectives appropriate to each proficiency level, as outlined below:

LEVEL	APPROXIMATE DURATION (HOURS)
A1	60 hours
A2	60 hours
A2+	30 hours Note: This level is intended for students who have already completed the first units of the previous level.
B1	90 hours
B1+	90 hours Note: This level is intended for students who have already completed the first units of the previous level.
B2	180 hours
B2+	180 hours Note: This level is intended for students who have already completed the first units of the previous level.
C1	360 hours
C2	90 hours (scheduled)

2. GENERAL OBJECTIVES

The aim of our courses is to support students in learning and improving their Spanish language skills, enabling them to communicate effectively in real-life situations appropriate to their level of proficiency.

To achieve effective communicative competence, we believe it is essential to develop students' **linguistic, sociocultural and strategic competences** through appropriate teaching procedures and meaningful, learner-centred activities.

3. METHODOLOGY

Our teaching methodology places the learner at the centre of the learning process, recognising students as active participants in their own learning. This approach is based on the following principles:

- **Learner responsibility and autonomy:** Students are responsible for and actively involved in their own learning process. Teachers, in turn, are responsible for designing and implementing a pedagogical framework that promotes learning both inside and outside the classroom, while fostering learners' motivation and active participation throughout the process.
- **Authentic communication:** We seek to recreate real-life communicative situations in the classroom by using a wide variety of authentic and pedagogical materials that facilitate the transfer of learning to real-world contexts. This enables students to recognise their progress by successfully carrying out communicative tasks that they were previously unable to perform.
- **Progressive learning and continuous assessment:** We view language learning as a progressive process rather than a linear accumulation of knowledge. Consequently, continuous assessment forms an integral part of every lesson, allowing both teachers and learners to monitor progress and identify areas for further development.
- **Integrated skills approach:** We develop students' communicative competence holistically by working equally and in an integrated manner on the four language skills within meaningful social and cultural contexts.
- **Maximum exposure to Spanish:** We encourage the use of Spanish in the classroom from the very first lessons, creating an immersive learning environment that promotes confidence and language acquisition.

The following sections provide an overview of the syllabus and course content for each proficiency level.

4. COURSE SYLLABUS

4.1.1. GENERAL OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	-Recognise familiar words and basic expressions related to themselves, their family and their immediate surroundings..
Reading	- Understand signs, notices, labels and catalogues.
Spoken interaction	- Participate in simple conversations with the support of the interlocutor. • Ask and answer simple questions.
Spoken Production	- Describe where they live and the people they know using simple words and phrases.
Writing	- Write short, simple postcards. • Complete forms with personal information.

1.1. A1 LEVEL

Approximate duration: 60 hours

1.1.1. COURSE CONTENT

GRAMMAR	COMMUNICATIVE FUNCTIONS	VOCABULARY
1. – Present tense	- Introducing oneself and giving personal information.	- Nationalities • Professions • Physical appearance and personality • Family • Daily routines
2.	- Asking for and telling the time.	- Numbers, months, days of the week and seasons - Frequency expressions
3. – <i>HAY/ ESTÁ / ES.</i> 4. – Propositions of place	- Asking for and giving directions - Locating places and objects	- The city. - The home - The classroom
5. – Verb <i>GUSTAR</i> .	- Expressing and comparing likes and preferences.	- Leisure activities vocabulary
6. – <i>ESTAR + GERUND</i>	- Describing actions in progress	- Socialising and everyday activities.
7. – Direct Object Pronouns	- Ordering and paying in a café - Ordering and paying in a restaurant - Shopping at the supermarket	- Food and drinks
8. – Verb <i>DOLER</i> .	- Talking about physical and emotional problems.	- Parts of the body - Physical and emotional states
9. – Comparatives and Demonstratives	- Shopping for clothes	- Clothes - Colours - Descriptive adjectives
10. – <i>IR A + INFINITIVE</i>	- Talking about future plans Telephone conversations Invitations and appointments Making excuses	- Entertainment - Future time expressions
11. – <i>HACE / HAY</i>	- Talking about the weather	- Weather vocabulary
12. – Present Perfect	- Talking about actions in an unfinished time period - Talking about past experiences	- Time expressions referring to unfinished periods - Expressions such as <i>already</i> and <i>not yet</i>
13. – Indefinite Pronouns and Adjectives	- Expressing existence and non-existence	

14. – HAY QUE/ TIENES QUE	- Expressing obligation and necessity	- Travel requirements
15. – Preposition PARA .	- Expressing purpose	

1.2. A2 LEVEL

Approximate duration: 60 hours

1.2.1. GENERAL OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	- Understand commonly used phrases and vocabulary related to areas of immediate personal relevance, such as personal information, family, shopping, leisure, work and place of residence. - Understand the main idea of short, clear and simple announcements and messages.
Reading	- Read short, simple texts. - Find information of interest in simple, everyday written material such as <i>advertisements, menus, timetables, leaflets, listings...</i> - Understand short personal letters.
Spoken Interaction	- Carry out short social exchanges with the support of the interlocutor. - Exchange information about everyday activities, likes and hobbies, travel and experiences.
Spoken Production	- Describe living conditions, educational background and work history in simple terms.
Writing	- Write postcards and personal letters. - Write short, simple notes, notices and messages relating to immediate needs.

1.2.2. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Review of Present tense and ESTAR + GERUND. 2. – Review of – IR A + INFINITIVE.	- Introduction: personal information.	- Nationality and profession. - Physical description and personality. Family. Everyday actions and free time. - Frequency and future time markers.
3. – Review of HAY/ ESTÁ / ES . 4. – Prepositions of place	- Asking for and giving directions. - Locating.	- In the city and in the home. - In the classroom.
5. – Review of GUSTAR . 6. – Review of possessives and demonstratives.	- Expressing and comparing likes.	
7. – Direct object pronouns.	- Ordering and paying in a bar, restaurant, and supermarket.	- Review and expansion of food and drink vocabulary.
8. – The verb DOLE .	- Expressing physical and emotional problems.	- Review and expansion of body parts and physical/emotional states.
9. – Comparatives	- At the clothes shop	- Clothes. Colours and adjectives.
10. – The verb QUEDAR	- On the phone. Invitations and appointments. Making excuses.	- Entertainment: cinema, theatre...
11. – HACE / HAY	- Talking about the weather.	- Review and expansion of weather vocabulary.
12. – Review of the Present Perfect	- Past actions in an unfinished time period. - Recounting past experiences.	- Unfinished-time markers. - Particles: <i>ya, todavía no...</i>
13. – Preterite (Simple Past) .	- Expressing past actions in a completed time period.	- Completed-time markers. - Travel and biography vocabulary.
14. – Contrast between the Present Perfect and the Preterite .	- Job interview.	- Work
15. – Simple Future (or Imperfect Future)	- Talking about the future	- Horoscopes: health, money, love...
16. – First conditional.	- Expressing future conditions.	- Ecology.
17. – Simple Conditional .	- Giving advice. Requesting services.	- At the hotel.
18. – PARA and POR	- Indicating space and time.	-

19. – SER and ESTAR	- Describing qualities, locating, placing...	- Basic uses.
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4.3. A2+ LEVEL

Approximate duration: 60 hours

4.3.1. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Review of any grammatical aspects considered necessary.		
2. – Review and expansion of the Preterite (Simple Past) .	- Recounting a biography.	- Biography and time connectors.
3. – Imperfect .	- Talking about habitual actions in the past. - Describing in the past.	- Habitual actions. - Describing people, places, objects...
4. – Contrast between the Imperfect and the Preterite .	- Distinguishing habitual from specific actions in the past. - Narrating events and circumstances surrounding them: situation/action.	- Partying. - Love stories.
5. – Affirmative imperative.	- Giving permission and instructions. - Giving advice.	- Household and workplace tasks. - Machines/appliances.
6. – Negative imperative. Contrast between imperative forms.	- Prohibiting, refusing permission. - At the doctor's.	- Symptoms, diagnoses and treatments. - Expressions with body parts.
7. – Pluperfect (Past Perfect) .	- Indicating past actions that occurred before other past actions.	- Events. In the newspaper.
8. – Reported (indirect) speech: <i>ha dicho que</i> . 9. – Direct and indirect object pronouns.	- Reporting conversations that took place in an unfinished time period.	- Reporting verbs.
10. – SER and ESTAR .	- Describing qualities and states.	- Review and expansion of descriptive adjectives. Personal relationships.
11. – PARA and POR	- Indicating cause and purpose.	- Completed-time markers. - Travel and biography vocabulary.
12. – Discourse connectors.	- Indicating cause, consequence and contrast. Expressing opinions.	- Television.

13. – Reflexive/pronominal verbs	- Expressing feelings: <i>me gusta (I like), me duele (it hurts me), me da rabia (it makes me angry)...</i>	- Feelings.
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4.4. B1 LEVEL

Approximate duration: 90 hours

4.4.1. GENERAL OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	- Understand the main points of clear speech on everyday matters occurring in the learner's environment. - Understand the main ideas of some radio and TV programmes dealing with current affairs or topics of personal and professional interest.
Reading	- Understand descriptions and accounts of events, feelings and wishes expressed in personal letters. - Understand texts written in everyday language related to work and the immediate environment.
Spoken Interaction	- Cope with situations in an environment where the language is spoken. - Take part spontaneously in conversations on topics relevant to daily life or of personal interest: work, travel, leisure or social events.
Spoken Production	- Describe experiences, dreams, ambitions, wishes and reactions. - Explain and justify opinions and plans. - Narrate the plot of a book, film or story.
Writing	- Be able to write simple texts on familiar topics or topics of interest. - Write personal letters describing experiences and impressions.

4.4.2. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Review of any grammatical aspects considered necessary.	- Introductions, likes, hobbies...	- Physical and personality description...
2. – Review of the contrast: Present Perfect vs. Preterite.	- Job interview.	- Biographies and time connectors. - Work.
3. – Review of the contrast: Imperfect vs. Preterite.	- Distinguishing habitual from specific actions in the past. - Narrating events and circumstances surrounding them: situation/action.	- Stories, travel, anecdotes and robberies.
4. – Pluperfect (Past Perfect).	- Indicating past actions that occurred before other past actions.	- Events. In the newspaper.
5. – Review of affirmative and negative imperatives.	- Giving/refusing permission. - Giving instructions and advice. - At the doctor's.	- Household and workplace tasks. - Symptoms, diagnoses and treatments. - Expressions with body parts.
6. – Review of reported speech: <i>ha dicho que</i> 7. – Reported speech: <i>dijo que</i> (indicative only). 8. – Review and expansion of D.O. and I.O. pronouns.	- Reporting conversations that took place in an unfinished time period. On the phone. - Reporting conversations that took place in a completed time period.	- Review and expansion of reporting verbs.
9. – SER and ESTAR . Basic uses. 10. – Adjectives that change meaning.	- Describing qualities and states.	- Review and expansion of descriptive adjectives.
11. – PARA and POR : expansion.	- Indicating cause and purpose.	
12. – Review and expansion of discourse connectors.	- Indicating cause, consequence and contrast. Expressing opinion, agreement and disagreement.	- The media. - Ecology. - Education and educational systems.
13. – Review and expansion of reflexive/pronominal verbs.	- Expressing feelings.	- Feelings.
14. – Verbs of change.	- Expressing changes in people.	- Personal relationships.
15. – Review of the future and conditional .	- Predictions and services.	- Horoscopes. - At the travel agency, at the hotel.
16. – Present Subjunctive .	- Expressing <i>wishes, hypotheses, negative opinions, advice...</i>	- Stereotypes about countries. - The city of the future.

17. – Present Perfect Subjunctive.	- Expressing hypotheses about the past.	- Household problems.
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4.5. B1+ LEVEL Approximate duration: 90 hours

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Review of the indicative. 2. – Contrast: perfect/preterite vs. imperfect.	- Expressing assessment and description.	- Experiences.
3. – Review of affirmative and negative imperatives.	- Giving/refusing permission. Instructions and advice. At the doctor's.	- Typical dishes. Recipes. Food expressions. Machines and at the doctor's.
4. – Review of the basic uses of the Present Subjunctive .	- Expressing <i>wishes, hypotheses, advice, negative opinions...</i>	- Stereotypes, customs and social conventions.
5. – Expansion: Present Subjunctive .	- Expressing <i>complaints, concession</i> . - Describing unknown or non-existent objects and people.	- The home, household chores.
6. – Present Perfect Subjunctive . Review and expansion.	- Expressing <i>hypotheses, opinions</i> in an unfinished past time period.	- Crimes.
7. – Imperfect Subjunctive .	- Expressing hypothetical conditions. - Expressing impossible wishes.	- At a concert. Expressions with music.
8. – Pluperfect Subjunctive .	- Expressing impossible conditions.	- Trials.
9. – Reported speech: <i>ha dicho que</i> + subjunctive .	- Repeating orders.	- Cars, traffic and traffic offences.
10. – Review of reported speech: <i>dijo que</i> + indicative . 11. – Review and expansion of D.O. and I.O. pronouns.	- Reporting conversations that took place in a completed time period. - Expressing unintentionality.	- Idiomatic expressions. - Everyday accidents.
12. – SER and ESTAR . Review. 13. – Adjectives with SER . Adjectives with ESTAR .	- Describing qualities and states.	- Expressions with animals.
14. – Review of PARA and POR . Special uses.	- Expressing quantity, price, opinion and purpose.	
15. – Review and expansion of discourse connectors.	- Organising information according to text type.	- Bureaucracy.
16. – Verbs with or without a pronoun. 17. – Expansion of verbs of change.	- Expressing physical and personality changes in people.	- Expressions with colours.
18. – Verbal periphrases.	- Expressing continuation and interruption of an action.	- Biographies.

19. – Simple and compound future.	- Expressing hypotheses.	- Unsolved mysteries.
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4.6. B2 LEVEL

Approximate duration: 180 hours

4.6.1. OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	- Understand talks and lectures on familiar topics. - Understand news and current affairs programmes on television. - Understand films in which standard language is used.
Reading	- Read articles and reports on contemporary issues. - Understand contemporary literary texts.
Spoken Interaction	- Take part in conversations with fluency and spontaneity. - Explain and defend points of view in everyday discussions and arguments.
Spoken Production	- Describe topics related to personal knowledge and interests clearly and in detail. - Argue different points of view.
Writing	- Write clear, detailed texts on a wide range of topics related to personal interests. - Write reports conveying information that supports or refutes a particular point of view. - Write personal and family letters, as well as formal ones, highlighting the significance attached to certain events and experiences.

4.6.2. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Special uses of the present indicative.		
2. – Review of past tenses: special uses.	- Expressing assessment and description.	- Anecdotes: at the airport. - Idiomatic expressions.
3. – Review of affirmative and negative imperatives.	- Giving and refusing permission. Giving instructions and advice.	- Gastronomy. - Expressions with food. - Business.
4. – Review of the uses of the Present Subjunctive .	- Expressing <i>wishes, hypotheses, advice, negative opinions...</i> - Expressing <i>complaints, concession and describing non-existent or unknown subjects.</i>	- Stereotypes, customs and social conventions. - Health. - Health precautions for travel. - Expressions with body parts.
5. – Review of the Imperfect Subjunctive .	- Expressing hypothetical conditions. - Expressing impossible wishes.	- At a concert. - Expressions with music.
6. – Expansion of the uses of the Imperfect Subjunctive .	- Expressing opinions, feelings, hypotheses and complaints about past events. - Describing non-existent or unknown subjects in a formal way.	- The home. Problems of living together. - Leisure and free time. - Generational issues.
7. – Expansion of the uses of the Pluperfect Subjunctive . 8. – <i>Tendría que / Debería</i>	- Expressing regrets and reproaches.	- Trials. - Historical events.
9. – Contrast between conditional sentences.	- Expressing possible, hypothetical and impossible conditions.	- Politics and economics. - Idiomatic expressions.
10. – Review of the simple and compound future .	- Expressing hypotheses about the present or recent past.	- News events.
11. – Simple and compound conditional .	- Expressing hypotheses about the past in a completed time period.	- The city. Traffic and everyday accidents.
12. – Review of reported speech: <i>ha dicho que</i> (with all tenses)	- Reporting conversations held in an unfinished time period.	- New media: internet, messaging, <i>SMS</i> , <i>chat</i> , email...

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
13. – Review and expansion of reported speech: <i>me dijo que</i> (indicative and subjunctive)	- Reporting conversations held in a completed time period. Making complaints.	- Gossip and idiomatic expressions.
14. – Review and expansion of D.O. and I.O. pronouns.	- Expressing unintentionality and the repetition of objects.	- Domestic accidents.
15. – SER / ESTAR : review of basic uses, adjectives that change meaning, and adjectives with ser and adjectives with estar . 16. – SER / ESTAR : expressions.	- Describing qualities and states.	- Art: critical description and assessment. - Expressions with colours.
17. – Review and expansion of PARA / POR . Special uses and expressions.	- Expressing quantity, price, opinion, cause and purpose. - Indicating the imminence of an action.	- Advertising and television. - Idiomatic expressions.
18. – Review and expansion of discourse connectors.	- Organising information according to text type: qualifying, highlighting, rephrasing...	- Bureaucracy. - Formal and informal letters.
19. – Review and expansion of verbs with and without a pronoun. 20. – Review and expansion of verbs of change.	- Expressing physical and personality changes in people.	- At the cinema. - Idiomatic expressions.
21. – Verbs with prepositions.		- Biographies.
22. – Review and expansion of verbal periphrases.	- Expressing continuation and interruption of an action. - Talking about how actions unfold.	- The world in the future. - Ecology and nature.
23. – Sentence types: temporal, purpose, causal and consecutive clauses.	- Expressing time, purpose, cause and consequence.	- The education system. - Sport.

4.7. B2+ LEVEL

Approximate duration: 180 hours

4.7.1. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Special uses of the present indicative.		
2. – Review of past tenses: special uses.	- Expressing assessment and description.	- Anecdotes: at the airport. - Idiomatic expressions.
3. – Review of affirmative and negative imperatives.	- Giving and refusing permission. Giving instructions and advice.	- Gastronomy. - Expressions with food. - Business.
4. – Review of the uses of the Present Subjunctive .	- Expressing <i>wishes, hypotheses, advice, negative opinions...</i> - Expressing <i>complaints, concession</i> and describing non-existent or unknown subjects.	- Stereotypes, customs and social conventions. - Health. - Health precautions for travel. - Expressions with body parts.
5. – Review of the perfect and imperfect subjunctive .	- Expressing hypothetical conditions, impossible wishes, opinions, feelings, hypotheses and complaints about past events. - Describing non-existent or unknown subjects.	- Leisure: sport, music, cinema... - Idiomatic expressions.
6. – Review of the uses of the Pluperfect Subjunctive .	- Expressing regrets and reproaches.	- The home. Problems of living together. - Leisure and free time. - Generational issues.
7. – Contrast between subjunctive tenses.	- Expressing the functions listed above in different tenses and registers.	- Popular festivals. - Bullfighting. - Idiomatic expressions.
8. – Contrast between conditionals.	- Expressing possible, hypothetical and impossible conditions.	- Justice: crimes, sentences. - Idiomatic expressions.
9. – Review of the future and conditional (simple and compound)	- Expressing hypotheses about the present, past and future.	- Gossip and news events. - Idiomatic expressions.

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
10. – Review of reported speech: <i>ha dicho que</i> (all tenses)	- Reporting conversations held in an unfinished time period.	- The city, traffic and everyday accidents.
11. – Review of reported speech: <i>me dijo que</i> (all tenses)	- Reporting conversations held in a completed time period.	- New media: internet, messaging, <i>SMS</i> , <i>chat</i> , email...
12. – Review of D.O. and I.O.	- Substitution, expressing unintentionality and the repetition of objects.	- Domestic accidents. - Personal relationships.
13. – Uses of LO . 14. – Uses of SE . 15. – The passive voice.	- Referring to something already mentioned - Expressing impersonality and generalisation. - Showing lack of interest in the subject.	- The media: press, radio and television.
16. – SER / ESTAR . Review and expansion. Special uses.	- Describing qualities and states.	- Art: critical description and assessment. - Expressions with colours.
17. – Review and expansion of PARA / POR . Special uses and expressions.	- Expressing quantity, price, opinion, cause and purpose. - Indicating the imminence of an action.	- Advertising and television. - Idiomatic expressions.
18. – Review and expansion of discourse connectors.	- Organising information according to text type: qualifying, highlighting, rephrasing...	- Bureaucracy. - Formal and informal letters.
19. – Review and expansion of verbs with and without a pronoun. 20. – Review and expansion of verbs of change.	- Expressing physical and personality changes in people.	- At the cinema. - Idiomatic expressions.
21. – Verbs with prepositions.		- Biographies.
22. – Review and expansion of verbal periphrases.	- Expressing continuation and interruption of an action. - Talking about how actions unfold.	- The world in the future. - Ecology and nature.
23. – Sentence types: temporal, purpose, causal and consecutive clauses.	- Expressing time, purpose, cause and consequence.	- The education system. - Sport.

4.8. C1 LEVEL

Approximate duration: 360 hours

4.8.1. OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	- Understand extended speech even when it is not clearly structured. - Understand implicit messages. - Understand TV programmes and films.
Reading	- Understand long, complex literary texts, appreciating distinctions of style. - Understand long technical instructions. - Understand specialised articles.
Spoken Interaction	- Express themselves fluently and spontaneously in different social contexts. - Relate their own ideas skilfully to those of other speakers. - Formulate ideas and opinions with precision.
Spoken Production	- Present clear, detailed descriptions of complex topics. - Develop specific ideas and round off presentations and descriptions with a conclusion.
Writing	- Be able to select a style appropriate to the intended reader. - Write about complex topics in letters and reports, highlighting the important points. - Express themselves in clear, well-structured texts, setting out points of view.

4.8.2. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Special uses of the present indicative.	- Expressing present and habitual actions. - Expressing universal truths. - Talking about the past: the historical present. - Talking about the future. - Giving orders.	- The home. - Idiomatic expressions.
2. – Review of past tenses: special uses. 2.1. Present Perfect 2.2. Preterite. 2.3. Imperfect. 2.4. Past Perfect	- Expressing completed actions in an unfinished time period. - Giving timeless information. - The emotional past and assessments. - Specific actions in a completed time period. Assessments. - Indicating habitual actions in the past. - Describing in the past. - Expressing politeness. - Expressing hypotheses (in place of the conditional). - Indicating a past action prior to another past action. - Indicating that an action follows another with a sense of immediacy.	- Dreams. - Memory. - Anecdotes. - Travel. - Idiomatic expressions.
3. – Review of affirmative and negative imperatives.	- Giving and refusing permission. - Giving instructions and advice. - Inviting and offering. - Encouraging. - Threatening. - Grammaticalised imperatives in different situations.	- Gastronomy. - Expressions with food. - Image and health. - Idiomatic expressions.

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
4. – Review of the uses of the Present Subjunctive .	- Expressing <i>wishes, hypotheses, advice, negative opinions...</i> - Expressing <i>complaints</i>, concession and describing non-existent or unknown subjects.	- Stereotypes, customs and social conventions. - Work, business. - Education. Idiomatic expressions. - The press. Idiomatic expressions.
5. – Review of the perfect and imperfect subjunctive .	- Expressing hypothetical conditions, impossible wishes, opinions, feelings, hypotheses and complaints about past events. - Describing non-existent or unknown subjects.	- Leisure: sport, music, cinema... - Idiomatic expressions.
6. – Review of the uses of the Pluperfect Subjunctive .	- Expressing regrets and reproaches.	- The home. Problems of living together. - Leisure and free time. - Generational issues.
7. – Contrast between subjunctive tenses.	- Expressing the functions listed above in different tenses and registers.	- Popular festivals. - Bullfighting. - Idiomatic expressions.
8. – Contrast between conditionals.	- Expressing possible, hypothetical and impossible conditions.	- Humour. Idiomatic expressions. - Chance.
9. – Review of the simple and compound future: special uses.	- Indicating future action. - Expressing hypotheses about the present, past and future. - Indicating surprise or disapproval. - Indicating commands. - The future with concessive value.	- News events. - Gossip. - On the phone. - Idiomatic expressions.
10. – Review of the simple and compound conditional: special uses.	- Expressing hypotheses about the completed past. - Indicating future action relative to the past. - Giving advice. - The conditional with concessive value. - Indicating politeness. - Indicating an action not carried out in the past.	- The city, traffic and everyday accidents. - Idiomatic expressions.
11. – Review of reported speech: <i>ha dicho que</i> (all tenses)	- Reporting conversations held in an unfinished time period.	- New media: internet, forums, <i>SMS</i>, chat, email...

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
12. – Review of reported speech: <i>me dijo que</i> (with all tenses).	- Reporting conversations held in the past.	- Domestic accidents. - Personal relationships. - Idiomatic expressions.
13. – Review of D.O. and I.O.	- Substitution and repetition of objects. - The indirect object expressing interest.	- Press, radio and television (I).
14. – Review and expansion of the uses of LO .	- Referring to something already mentioned. - Nominalising an adjective.	- Press, radio and television (II).
15. – Review and expansion of the uses of SE .	- Expressing impersonality and generalisation. - Indicating unintentionality. - Indicating reciprocity.	- Art: critical description and assessment. - Expressions with colours.
16. – Review and expansion of the passive voice.	- Showing lack of interest in the subject.	- Advertising. - Idiomatic expressions.
17. – Review of SER / ESTAR . Special uses and values.	- Describing qualities and states. - Defining subjects. - Locating in space and time.	- Travel. - The weather. - Idiomatic expressions.
18. – Prepositions. Review and expansion of PARA / POR . - Special uses and expressions. Review and expansion of verbs with prepositions	- Expressing quantity, price, opinion, cause and purpose. - Indicating the imminence of an action, willingness and concession. - Expressing substitution, indicating lack. - Expressing opinion with meaning and indifference. Indicating discouragement. - Expressing comparison.	- Cinema. - Idiomatic expressions.
19. – Review and expansion of discourse connectors.	- Organising information according to text type: qualifying, highlighting, rephrasing...	- Text analysis: types of letters (formal and informal). Reports. Recipes. - Literary texts.
20. – Review and expansion of verbs with and without a pronoun. 21. – Review and expansion of verbs of change.	- Expressing physical and personality changes in people.	- Biographies. Physical and personality description. - Personal and working relationships.
22. – Review and expansion of verbal periphrases.	- Expressing continuation and interruption of an action. - Talking about how actions unfold.	- The world in the future. - Ecology and nature.

23. – Review and expansion of temporal, purpose and consecutive clauses...	- Expressing purpose, time, sequence...	- Society: organisation and customs. - Society and economy. Expressions.
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4.9 C2 LEVEL

Scheduled: 90 hours

4.9.1. OBJECTIVES BY LANGUAGE SKILL

OBJECTIVES	
Listening	- Understand any kind of spoken language without difficulty, whether live or broadcast, delivered at native-speaker speed.
Reading	- Be able to read with ease all forms of written language, including structurally or linguistically complex texts: manuals, literary works, specialised articles, etc.
Spoken Interaction	- Take part effortlessly in any conversation or discussion. - Convey subtle shades of meaning with precision.
Spoken Production	- Present descriptions or arguments clearly and fluently, in a register appropriate to the context and with logical, effective structures.
Writing	- Write clear, flowing texts in a style appropriate to the purpose. - Write complex letters, reports and articles. - Write summaries and reviews of professional or literary works.

4.9.2. COURSE CONTENT

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
1. – Expressing assessments of people. - Constructions for talking about one's own and other people's abilities. - Review of comparatives and superlatives. - Formal and informal introductions.	- Describing oneself and describing qualities and flaws. - Showing interest in meeting new people.	- Personal identification. - One's own and other people's character. - Identifying intellectual qualities and personal aptitudes and skills.
2. – Equivalent uses of the present indicative . - Contrast between the present indicative and subjunctive . - Verbs with prepositions.	- Presenting one's professional activity. - Describing work activities: conditions and situation.	- Vocabulary of professions and the world of work. - Workers' rights and duties.
3. – Expressions of generalisation. - Passive constructions with SE . - Markers of contrast when expressing opinions. - Pronominal verbs.	- Expressing feelings and assessments of behaviour. - Describing our customs.	- Habits and values. - Patterns of behaviour.
4. – Contrast between past tenses of the indicative . - Markers and connectors of cause and consequence. - Adverbs and time phrases. - Causal and consecutive clauses.	- Presenting and describing past and historical events. - Giving reasons for the causes of events. - Expressing opinions about past events.	- Historical events: political, economic, scientific.
5. – Review of the forms and uses of the imperative. - Review of the uses of the subjunctive : <i>wishes and advice</i> .	- Presenting and asking about popular customs. - Assessing social behaviour and habits.	- Popular festivals and lost customs. - Cultural values. - Rules of behaviour.
6. – Review of the uses of the subjunctive : <i>opinion</i> . - Conditional constructions. - Expressing <i>judgements and opinions</i> .	- Expressing agreement, disagreement and opinions. - Giving opinions and debating situations considered fair and unfair.	- Justice. - Human rights.
7. – Word families: synonyms, antonyms, homonyms. Word formation.	- Reflection on and analysis of vocabulary.	- Prefixes and suffixes. - Abbreviations and acronyms. - Loanwords.

GRAMMAR	SITUATION AND FUNCTIONS	VOCABULARY
8. – Uses of the pronoun LO. - The passive voice and ways of avoiding it.	- Interpreting headlines and press texts, in audiovisual or written format. - Commenting on and assessing a news item. - Summarising the main points of a news item.	- The media. - Reactions to a news item. - Colloquial expressions.
9. – Indicative / Subjunctive to express <i>probability</i>. - Infinitive periphrases. - Conditional sentences.	- Reflecting and giving opinions on beliefs. - Making hypotheses about the future. - Describing strange events.	- Beliefs and superstitions. - Conjectures.
10. – Personal pronouns. - Adverbs ending in <i>-mente</i>. - Contrast between Indicative / Subjunctive in expressing <i>advice</i> and <i>opinion</i>.	- Interpreting and presenting data. - Explaining results.	- The economy. - Industry. - Banking. - Public and private administration. - Non-governmental organisations.