

## **The Common European Framework (CEF) for Languages mapped against Rosetta Stone Version 3**

### **Level 1, 2 & 3 Summary by Independent Specialist**

*Rosetta Stone correlates to the CEF for languages as shown in the table below. An independent specialist related Rosetta Stone course content to the quotes from actual learning objectives from the CEF for language courses. Rosetta Stone is clearly structured, progressive and covers a wide range of issues, topics, structures and complex grammar.*

### **Level 4 & 5 Summary by Independent Specialist**

*Rosetta Stone Level 4 and 5 cover all 5 skills of the Common European framework. The Independent Specialist found the benefits of using Rosetta Stone extended far beyond the course content: flexibility and accessibility for students and the contemporary topics covered were considered relevant and motivating factors. The ability to vary topics and grammar points according to individual need was said to be a confidence-building aid.*

Rosetta Stone Level 1		
	<b>Rosetta Stone course</b>  <b>Level 1</b>	<b>Common European framework</b>  <b>CEF Level A1</b>
	<p><b>Build a foundation</b> of fundamental vocabulary and essential language structure. Gain the confidence to master basic conversational skills, including greetings and introductions, simple questions and answers, shopping and more. Also introduces colours, adjectives, numbers, prepositions, definite and indefinite articles, singular and plural nouns, family relationships, the five senses, and time of day.</p>	<p><i>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</i></p> <p><i>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</i></p>
Unit 1	<p><u>Language basics</u></p> <ul style="list-style-type: none"> <li>• Singular, Plural, Present Progressive and Articles.</li> <li>• Greetings and farewells.</li> <li>• Direct Objects People and Animals Common foods, Animals, Everyday items,</li> <li>• Negation, mixed-gendered 'they'</li> <li>• Questions with 'What?', 'yes/no'</li> </ul>	<p><u>Language basics</u></p> <ul style="list-style-type: none"> <li>• Be able to understand and use familiar spoken words and phrases in everyday use about self, job and interests. Be familiar with simple grammar</li> <li>• Articles</li> <li>• - Present tense of common verbs such as be, have, do, want, can.</li> <li>• - Nouns (singular and plural)</li> </ul>

	<p>questions.</p> <ul style="list-style-type: none"> <li>• Adjectives: Colours and Sizes</li> <li>• Professions</li> <li>• First and second person pronouns</li> <li>• Nouns</li> <li>• Numbers 1-6</li> <li>• Household objects and clothing words</li> <li>• Question words: “who”, “How many”</li> </ul>	<p>-Gender agreement.</p> <ul style="list-style-type: none"> <li>• Be able to understand and use a range of spoken words and phrases in everyday use:</li> </ul> <p>Greetings and farewells.</p> <p>Professions, Countries and Nationalities.</p> <p>Numbers 1-10</p> <p>Household objects and clothes.</p>
Unit 2	<p><u>Greetings and introductions</u></p> <ul style="list-style-type: none"> <li>• Possessive pronouns, family relations, numbers 7-12, ages</li> <li>• Prepositions, terms for dwellings and household items rooms in the house, appliances</li> <li>• family relationships</li> <li>• Talk about self: Adjectives to describe oneself, countries, city of origin, Introductions, landmarks, locations, conversational dialogue</li> <li>• Physical attributes/ states/descriptions</li> <li>• Question words: “who” and “how many”</li> </ul>	<p><u>Talk about and introduce self , family and surroundings</u></p> <ul style="list-style-type: none"> <li>• Possessive pronouns and family names and relationships, ages, numbers 11-100</li> <li>• Direct object</li> <li>• Adjectives describing appearance and personality.</li> <li>• Describing houses, rooms and furniture.</li> <li>• Word order, gender and agreement, demonstrative adjectives, prepositions, adjectives, Simple present of be, and have.</li> <li>• Question words: “who”, “How many”, “How”.</li> <li>• Negatives</li> </ul>
Unit 3	<p><u>Work and School</u></p> <ul style="list-style-type: none"> <li>• Work/play, Times of day ,</li> </ul>	<p><u>Be able to talk about jobs, work, surroundings, plans, interests and current affairs.</u></p>

	<p>greetings,</p> <ul style="list-style-type: none"> <li>• The conjunction ‘but’, numbers 13-20</li> <li>• Time-of-day greetings.</li> <li>• Question words: “when” and “where”</li> <li>• Time and place related prepositions, Inside and outside, numbers 13-29</li> <li>• Calendar terms, leisure activities, body parts, sensory words, polite language, Personal hygiene, Days of the week, visiting a friend, numbers 21-69, Demonstrative adjectives, days of the week.</li> <li>• Languages user speaks/ does not speak, names of languages. Simple present tense. Punctuation.</li> <li>• Reflexive verbs</li> <li>• Morning washing routine</li> <li>• Bedroom and bathroom objects; Subject and verb agreement; “Why... because...”</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers , time, the name of the months and days of the week, dates.</li> <li>• Question words: “when” and “where”</li> <li>• Verb conjugation: the simple present tense and Present Progressive. Verbs “work”, “live”, “go”, “return”, “get up”, “wake up”.</li> <li>• Every day and spare time activities, routines.</li> <li>• Adverbs of frequency.</li> <li>• Adjectives describing places and activities.</li> <li>• The time.</li> <li>• Question words: “ Where”, “What”, “When”, “How often”.</li> <li>• Negation.</li> </ul>
Unit 4	<p><u>Shopping</u></p> <ul style="list-style-type: none"> <li>• Shopping, names of stores, things commonly bought verbs about places and objects.</li> </ul> <p>Compound sentences, Need and want.</p> <ul style="list-style-type: none"> <li>• Terms for entertainment and sports, preferences, likes and dislikes, more/less, comparisons , things to do around town, cost</li> </ul>	<p><u>Food and Shopping:</u></p> <ul style="list-style-type: none"> <li>• Be able to ask for something and its price in a shop, bar, hotel, restaurant or other establishment. Be able to compare items and talk about likes and dislikes and ask for directions.</li> <li>• Names of shops and establishments, goods and services they provide.</li> <li>• Directions: asking for and giving</li> </ul>

	<p>of items, currencies. Possessive pronouns, Forming questions.</p> <ul style="list-style-type: none"> <li>• Shopping phrases, forms of payment, describing objects or shops - Materials, merchandise, speed, weight, size, young/old, Comparatives. The stative passive, Comparison.</li> <li>• Quantity, comparison words; Comparing and contrasting, comparatives/ superlatives, same/different (Category, Aspect, Sameness, Difference)</li> </ul>	<p>directions.</p> <ul style="list-style-type: none"> <li>• Preferences: likes and dislikes.</li> <li>• Names of foodstuff and drinks.</li> <li>• Common idiomatic expressions.</li> <li>• Verbs “like”, “want”, “have”, “give”, “take”, “open”, “close”, (Present tenses).</li> <li>• Numbers 1-1000</li> <li>• Definite and indefinite articles</li> <li>• Adjectives of quantity and colour, size, shape and material.</li> <li>• Comparatives and superlatives.</li> <li>• Demonstrative adjectives.</li> <li>• Prices, forms of payment.</li> <li>• Object pronouns</li> </ul>
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Rosetta Stone Level 2		
	<b>Rosetta Stone course</b>  <b>Level 2</b>  <b>Navigate your surroundings</b> as you build on Level 1 vocabulary and essential language structure. Learn to talk about your environment, including giving and getting directions, using transportation, telling time, dining out, and enjoying basic social interactions. Also covers verb tenses, adverbs, formal imperatives, school subjects, months of the year, and emotion.	<b>Common European framework</b>  <b>CEF Level A1 - A2</b>  Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.  Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Unit 1	<u>Travel</u> <ul style="list-style-type: none"> <li>• Travel and destinations, spatial relationships</li> <li>• Ordinal numbers,</li> <li>• transportation, directions, locations ,Types of buildings, Types of stores, Asking for/ following directions- Prepositions</li> </ul>	<u>Travel , transport and accommodations.</u> <ul style="list-style-type: none"> <li>• Asking and saying where places are, distances, and directions.</li> <li>• Describing places, buildings and locations.</li> <li>• Talking about where places are in relationship to each other.</li> <li>• Means of transport. Buying tickets, enquiring about</li> </ul>

	<p>Pronoun contractions</p> <ul style="list-style-type: none"> <li>Telling time, arriving/departing, delays, distance, cost, Public transportation, Directional language, Vehicles</li> <li>Verbs used with modes of transportation - The imperative.</li> <li>Travel itineraries, Time words,</li> </ul> <p>Additional modes of transportation,</p> <p>Numbers 70-99</p> <p>Useful vocabulary for airports and train stations</p> <ul style="list-style-type: none"> <li>Future tense (expectation) with 'going to'.</li> <li>Weather Travel destinations,</li> </ul> <p>Weather language, Temperature, Kinds of precipitation, Talking about the weather in the future</p> <ul style="list-style-type: none"> <li>Future tense</li> <li>Indefinite subject pronoun</li> </ul>	<p>departure/ arrival times. Comparing trains and other forms of transport, understanding station announcements.</p> <ul style="list-style-type: none"> <li>Prepositions and expressions of place.</li> <li>Future plans and arrangements, expectation with "going to",</li> <li>Future (regular verbs): planning a journey, describing a future holiday.</li> <li>Future (irregular verbs): describing domestic routines in the future, organising a meeting.</li> <li>Different types of holiday; deciding on a holiday destination, reading holiday brochures and itineraries.</li> <li>Comparatives / Superlatives.</li> </ul>
<p>Unit 2</p>	<p><u>Past and Future</u></p> <ul style="list-style-type: none"> <li>Past and future tenses, giving, letter-writing</li> <li>Indirect objects</li> <li>Correspondence</li> <li>Periods of time</li> <li>Indirect objects</li> <li>Asking for clarification</li> </ul>	<p><u>Talking about the Past and Future</u></p> <ul style="list-style-type: none"> <li>Talking about the past: What you did yesterday.</li> <li>Talking about holidays in the past.</li> <li>Biographies: talking about your life.</li> <li>Regular and Irregular verbs in the simple past tense.</li> <li>Inviting people: correspondence,</li> </ul>

	<ul style="list-style-type: none"> <li>• School subjects</li> <li>• Indirect object pronouns</li> <li>• Asking for repetition</li> <li>• Past imperfect, types of schools, workplace terms</li> <li>• The continuous past</li> <li>• Past tense practice, polite requests with 'would like', choices with 'or'</li> <li>• Contrast between past tense and imperfect tense</li> <li>• Polite ways to make requests</li> <li>• Present and past tenses</li> </ul>	<p>accepting and refusing invitations, giving reasons: saying how you feel.</p> <ul style="list-style-type: none"> <li>• Explaining problems and giving advice.</li> <li>• Future Plans.</li> <li>• Verbs: "want" + infinitive, "Can" + infinitive, "be" + adjectives of temporary state.</li> <li>• Adjectives of feelings,</li> <li>• Personal pronouns + prepositions</li> <li>• Advice : "Must" + infinitive</li> <li>• Future regular and irregular verbs, "Go" + to + infinitive.</li> <li>• Requests.</li> </ul>
<p>Unit 3</p>	<p><u>Friends and Social Life</u></p> <ul style="list-style-type: none"> <li>• Months of year, formal imperative, arrivals/departures, social dialogues. Social life</li> <li>• Leisure-time activities Activity planning, Formal imperative, Months of the year.</li> <li>• Direct/indirect objects</li> <li>• Calendar terms.</li> <li>• Social interactions, helping situations, timeliness, calendar dates, terms for contact information</li> <li>• Planning an event, Methods of communicating, How to write and say dates</li> </ul>	<p><u>The weather and social life</u></p> <ul style="list-style-type: none"> <li>• The weather, describing the seasons,</li> <li>• Describe the weather in the future: the weather forecast.</li> <li>• Telephone calls, exclamations</li> <li>• Telephone language: answering, responding to phone requests</li> <li>• Talking about the different means of communication.</li> <li>• Correspondence: letter, e-mails , cards.</li> <li>• Methods of communication.</li> <li>• Direct and indirect objects.</li> <li>• Planning events and activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Informal imperative</li> <li>• Numbers 100 through 1,000</li> <li>• Prepositional phrases</li> <li>• Celebrations, meal courses, requirements, possession</li> </ul> <p>Types of parties, Possession, Phone etiquette, courtesies.</p> <ul style="list-style-type: none"> <li>• Demonstrative words: “this,” “that,” “these,” and “those”</li> <li>• Adverbs of place: “here” and “there”, Demonstrative adjectives.</li> <li>• Party language</li> <li>• Fine arts terms, quality terms</li> <li>• Comparisons(good/better/best / bad/worse/worst), busy/free, Accepting/declining an invitation / apologies</li> </ul> <ul style="list-style-type: none"> <li>• Expressing politeness</li> <li>• Preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal imperative</li> <li>• Present Progressive tense</li> <li>• Expressions with “have”</li> <li>• Party language: formal and informal conversations.</li> </ul>
<p>Unit 4</p>	<p><u>Dining and Holidays (Vacation)</u></p> <ul style="list-style-type: none"> <li>• Future tense (expectation, aspiration) with ‘will’, food terms, adverbs (very)</li> <li>• Food and restaurant language</li> <li>• Adverb of degree</li> <li>• Prepositions</li> <li>• Terms for art, architecture, and music, ancient/modern/ famous landmarks, seeking and</li> </ul>	<p><u>Work and holidays</u></p> <ul style="list-style-type: none"> <li>• Have a working knowledge of grammar</li> <li>• Be able to follow what is said, and take part in routing conversations and discussions</li> <li>• Be able to deal with familiar travel, work or holiday situations (arrange accommodation, transport, buy goods and services)</li> <li>• Be able to understand a variety of</li> </ul>

	<p>finding</p> <ul style="list-style-type: none"> <li>• Negation</li> <li>• Types of things</li> <li>• Emotions, places of worship, duration, travel/lodging arrangements, sequencing with 'First... Then... Finally...'</li> <li>• Sight-seeing verbs. Holiday vocabulary, qualifiers (some/a lot of), negative imperatives</li> <li>• Sequencing words Possession</li> <li>• Modal verbs</li> </ul>	<p>passages and texts from authentic sources e.g. radio, TV, newspapers, and extract information from them.</p> <ul style="list-style-type: none"> <li>• Be able to plan, develop and complete, using a variety of sources, a series of short, self-devised talks or written texts on a range of familiar topics such as travel, work, holidays or the countries in which the chosen language is spoken.</li> <li>• Be familiar with more complex grammar e.g. types of pronouns and adverbs, auxiliary verbs, modals, the full range of tenses, the passive voice.</li> </ul>
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Rosetta Stone Level 3		
	Rosetta Stone course	Common European framework
	<p><b>Level 3</b></p> <p><b>Connect with the world</b> around you by building on the language fundamentals and conversational skills you developed in Levels 1 and 2. Learn to share your ideas and opinions, express your feelings and talk about everyday life, your interests, your work, current events, and much more. Also includes household items, physical activity, animals, possessive pronouns, present subjunctive, present perfect, weights and measurements</p>	<p><b>CEF Levels A2</b></p> <p><i>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</i></p>
Unit 1	<u>Home and Health</u>	<u>Health and body</u>

	<ul style="list-style-type: none"> <li>• Terms for home, garden, and back garden activities, easy/difficult, Related verbs and nouns, Comparison words. Imperative form</li> <li>• Terms for household items, appliances, activities, and chores – Compound sentences</li> <li>• Inquiries and requests</li> <li>• Terms for strength and physical activity, should/always/sometimes/never</li> <li>• Terms for body parts/physical injury/illness, What happened?, What is wrong?, Be careful</li> <li>• Expressing health needs</li> <li>• Body language</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the body : saying what hurts, describing symptoms/ injury/illness</li> <li>• Making suggestions and giving advice</li> <li>• Asking and saying what has happened and what you have done.</li> <li>• Present perfect tense regular and irregular verbs</li> <li>• Imperfect tense</li> <li>• Asking and saying what someone has done today/ this week/ this month</li> <li>• Possessive adjectives</li> <li>• Compound sentences.</li> <li>• Suggestions</li> </ul>
Unit 2	<p style="text-align: center;"><u>Life and World</u></p> <ul style="list-style-type: none"> <li>• Present subjunctive tense, win/lose, no one/everyone, nothing/everything</li> <li>• Relative pronouns, Compound words</li> <li>• Present perfect tense, continents, life milestones, emotions Present perfect continuous tense</li> <li>• Social conventions</li> <li>• Compass directions, oceans, botanical terms, possessive pronouns</li> </ul>	<p style="text-align: center;"><u>Property and environmental issues</u></p> <ul style="list-style-type: none"> <li>• Describing personal property: Material, size, colour. Adjectives</li> <li>• Reporting lost property</li> <li>• At the police station/airport.</li> <li>• Talking about environment, related vocabulary.</li> <li>• The newspaper article, the advert</li> <li>• Say where and when you lost something, describe what you were doing when something happened.</li> <li>• Possessive adjectives</li> </ul>

	<ul style="list-style-type: none"> <li>• Direct and indirect speech</li> <li>• Conjunctions</li> <li>• Terms for mammals/ birds/insects/amphibians; beautiful/ugly, dangerous, more possessive pronouns</li> <li>• Infinitive phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and indirect speech.</li> <li>• Be able to understand what is said in a variety of contexts e.g. at the airport, at the police station, in hospital, in class lectures, conversations on TV.</li> <li>• Be able to speak and write accurately at length with due regard to accent, register, idiom, style and grammatical constructions.</li> <li>• Be able to manage spontaneous conversations and discussions on a range of topics with minimal guidance.</li> </ul>
Unit 3	<p style="text-align: center;"><u>Everyday things</u></p> <ul style="list-style-type: none"> <li>• To believe (opinion/ judgment), correct/ incorrect, appropriate/ inappropriate, consequence with 'If...then'; Conditional situations</li> <li>• Present perfect</li> <li>• Adjectives and nouns formed with verbs</li> <li>• Gerunds</li> <li>• Terms for currency exchanges and transactions 'like this' (in this manner), would (present conditional) Containers</li> <li>• "Only" and "never"</li> <li>• The subjunctive mood</li> <li>• Syllables</li> <li>• Stress</li> </ul>	<p style="text-align: center;"><u>Everyday things and topics</u></p> <ul style="list-style-type: none"> <li>• Develop a wide range of vocabulary and idiomatic expressions on a variety of topics related with everyday life, Things and contemporary issues.</li> <li>• Understand complex grammar: the subjunctive</li> <li>• Understand register and stylistic considerations.</li> <li>• Be able to carry out independent research to plan, develop, resource and complete innovative projects of own choice on different themes on everyday issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• Portions, shapes, weights, measurements, at least, almost; Units of measure</li> <li>• Household repair tools, weight/measure/temperature tools, culinary terms</li> <li>• Household and food items</li> <li>• Units of measuring accurately.</li> </ul>	
Unit 4	<p style="text-align: center;"><u>Places and events</u></p> <ul style="list-style-type: none"> <li>• Nationalities, government leaders, political terms, media terms</li> <li>• Future tense</li> <li>• Geographic names</li> <li>• Passive/impersonal construction, business terms, agree/disagree Business vocabulary</li> <li>• Quantifiers</li> <li>• Too many/too much, remember/forget, learn about/learn how</li> <li>• Adverbs</li> <li>• Degree</li> <li>• Quantity Terms for world religions, celebrate, holiday, Celebrations, Festivals, Religious holidays</li> <li>• Modal auxiliary verbs</li> <li>• Frequency</li> </ul>	<p style="text-align: center;"><u>Self-chosen thematic projects</u></p> <ul style="list-style-type: none"> <li>• Essays/ reports in the chosen language</li> <li>• Analyses or summaries of authentic texts, and translations of written or oral passages e.g. on an author, a book, a film, an aspect of the culture or society of the chosen language or technical subjects where appropriate.</li> <li>• Analysis of how culture and society of the country (or countries) of the chosen language relate to their own project.</li> </ul>

Rosetta Stone Level 4 &5	
<p><b>Rosetta Stone course</b></p> <p><b>Level 4</b></p> <p><b>Deepen your understanding</b> of the language you are learning, and negotiate increasingly complex situations with confidence and accuracy. Arrange home repairs, schedule/reschedule appointments, find the perfect gift and plan to move abroad. Learn vocabulary for preparing meals, discussing the arts, tourism, choosing clothing and conducting interviews. Also covers careers, driving vocabulary, getting ready, shopping, cooking, indirect objects, passive voice and imperatives.</p> <p><b>Level 5</b></p> <p><b>Develop true command of the language</b> as you engage in debates and speak about social, economic and political issues. Learn to express the complexity of opinions and ideas more completely in crucial situations like health emergencies, cultural behaviour and sudden schedule changes. Also includes vocabulary for industry, government and citizenship, problem-solving and commercial transactions, language for neighbourhood activities and holidaying; as well as reviews of the subjunctive, conditional and dependent clauses.</p>	<p><b>CEF Spanish Higher Intermediate</b></p> <p><b>Higher Intermediate- A2 – B1</b></p> <p>You should be able to understand most radio or TV programmes on current affairs and majority of films in clear standard dialect You should also understand extended speech and lectures, articles and reports on contemporary matters and you should be able to follow complex lines of argument in familiar topics as well as take part in discussions presenting your own views and presenting clear descriptions, advantages and disadvantages.</p>

Rosetta Stone Level 4		
Unit 1	<p><b>Tourism and Recreation</b></p> <p>1a: Tourist destinations, 1b: travel guides, Asking about hours of operation, buying tickets. 1c: Interrogatives</p> <p>2a: outdoor recreation. 2b: Giving and getting directions. 2c: Quiet and loud</p> <ul style="list-style-type: none"> <li>• Activity nouns from gerunds.</li> <li>• Expressing degrees of interest.</li> </ul> <p>3a: Visiting an Art museum 3b Art: media/ verbs (paint, draw) 3c: Gift shop items</p> <ul style="list-style-type: none"> <li>• Expressing favourites- Instead</li> </ul> <p>4a: Fine Dining Interactions at a formal restaurant</p> <ul style="list-style-type: none"> <li>• Prepositions “With”, “Without”</li> </ul> <p>4b: Menu items 4c: Dining and taking out.</p>	<p><b>Tourism and Recreation</b></p> <p><b>Tourism and sightseeing.</b> Describing feelings and reactions.</p> <ul style="list-style-type: none"> <li>• Explain and give reasons for his/her plans, intentions and actions.</li> <li>• Travel guides</li> <li>• Outdoor recreational activities</li> <li>• Describing and comparing places, adjectives to describe places talking and giving advice about future plans and interests</li> </ul> <p>- Phrases used to give advice, express opinions, doubts, wishes and annoyances.</p> <p><b>Shows and events.</b></p> <p>Asking for information Suggesting others things they can do</p> <ul style="list-style-type: none"> <li>• Prepositions of place</li> <li>• Giving and asking for directions and instructions.</li> <li>• Describing and comparing places, Comparisons with adjectives, manners of manner and time. to describe places.</li> </ul> <p><b>Food Shopping</b></p> <ul style="list-style-type: none"> <li>• Do you have...? I'll have (formal, informal). How much ,,?</li> <li>• Reflective pronouns.</li> <li>• Food -Recipes</li> <li>• The Imperative – use and formation (regular and irregular)</li> <li>• Personal pronouns (with imperatives)</li> </ul>

Unit 2	<p><b>Professions and Hobbies</b></p>	<p><b>Work and study</b></p>
	<p>1a: Jobs and Hobbies</p> <p>1b: Sensory verbs Sports and Competitions.</p> <p>1c: Adverbs: "Together", "Alone" –</p> <p>2a: Office Communication. Passive voice</p> <p>2b: Office location</p> <p>2c: Appointment/ Date. To design/ To present / To leave a message.</p> <p>3a: Exploration and Research Phrasal verbs Geographical terms, locations.</p> <p>3b: Exploration tools</p> <p>3c: Dark / light</p> <p>4a: Sending and receiving Direct and Indirect objects</p> <p>4b: Shipping terms</p> <p>4c: Sending and receiving a package.</p>	<p><b>work and study</b></p> <ul style="list-style-type: none"> <li>• Talking about the beginning of your career.</li> <li>• Talking about jobs and professions.</li> <li>• Appointments, dates, presentations, interviews, different types of jobs and work places, sending and receiving correspondence and packets,</li> <li>• Work related vocabulary and expressions</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• For and Since – Passive voice- Direct and indirect speech.</li> <li>• Endings (regular verbs) ("ar", "er", "ir")</li> <li>• Expressions of time ("Ayer", "hoy", "mañana", "la próxima semana", "el próximo mes")</li> <li>• Most common irregular verbs</li> <li>• Employment agencies.</li> </ul> <p><b>Spare time</b></p> <ul style="list-style-type: none"> <li>• Saying what sports you like doing</li> <li>• Talking about your hobbies Expressions of opinion</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Like / dislike</li> <li>• Emotional verbs</li> </ul>

		<ul style="list-style-type: none"> <li>• Verbs Ser and Estar. Usage and comparison between usages. ("Era"/ "fui", "Estaba", "Estuve")</li> <li>- Direct / Indirect objects.</li> </ul>
<p>Unit 3</p>	<p style="text-align: center;"><b>At home and around town</b></p> <p>1a: <b>Moving house.</b></p> <p>1b: Expanded practice of common verb tenses. Verbs of moving.</p> <p>1c: Features at home.</p> <p style="padding-left: 40px;">Terms of appraisal: "mean" and "nice"</p> <p>2a: Household Repairs</p> <p>Imperfect and past progressive.</p> <p>Intransitive verbs / continuous past.</p> <p>2b: Home utilities</p> <p>2c: Repair and damage terms</p> <ul style="list-style-type: none"> <li>• Expressing relative time: "Since" and "Until"</li> </ul> <p>3a: Children and Play</p> <p>Recent past and future "Just" and "about to"</p> <p>Toys –to brake, to lose, to share</p> <p>3b: Negotiating use</p> <p>3c Emotional states: "surprised", "worried", "embarrassed"</p> <p>4a: Cars and Driving</p> <p>Formal and informal imperative.</p> <p>Prepositions to clarify movement:</p>	<p><b>Around the house</b></p> <ul style="list-style-type: none"> <li>• Rooms and areas in the house,</li> <li>• Built- in features.</li> <li>• Repairs</li> <li>• Appliances and furniture</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Definite and indefinite adjectives. Comparisons.</li> <li>• "Por" and "Para"</li> <li>• Preterit Imperfect- Past progressive.</li> <li>• Phrases preceding both tenses</li> <li>• Past tenses and present tense</li> <li>• The perfect tenses</li> <li>. For and since.</li> </ul> <p><b>Around your city or town</b></p> <ul style="list-style-type: none"> <li>• Buildings - Downtown</li> <li>• Travel: Train, cars , Taxi. Giving and receiving directions. Street terminology</li> <li>• Asking for advice " Qué me recomienda ver ?</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Imperative</li> <li>• Prepositions of place</li> </ul>

	<p>“through”, “towards”</p> <p>4b: Automotive and street related terms.</p> <p>4c:Driving directions</p>	<p>to be close to; near</p> <p>to be far from- Prepositions of movement</p>
<p>Unit 4</p>	<p><b>Style and Personal Wellness</b></p> <p>1a: clothing care</p> <p>Simultaneous actions</p> <p>1b:Conjunctions “either”, “neither”</p> <p>1c:Laundry terms</p> <ul style="list-style-type: none"> <li>• Clothing damage and repair</li> <li>• Outwear</li> <li>• Making choices</li> <li>• Verbs: to put on, take off</li> </ul> <p>2a: Getting Ready</p> <p>Plural first- person imperative</p> <p>2b: Jewellery and fabrics, precious metals.</p> <p>2c: Describing qualities: Curly/ straight, long/ short, made in /product of</p> <p>3a: Health and Healing</p> <ul style="list-style-type: none"> <li>• Continuous and completed states. Present perfect progressive.</li> <li>• Describing Symptoms</li> </ul>	<p><b>Life style and Health</b></p> <ul style="list-style-type: none"> <li>• Shopping: clothes and jewellery. Terms for fabrics, metals, gems and stones.</li> <li>• Describing qualities: size, shape, colour, origin and material.</li> <li>• To like: “Gustar”- Verbs that take an indirect object pronoun. Making choices.</li> <li>• Reflexive verbs: Ponerse, hacerse, llegar a ser, volverse a , convertirse en . To “put on” and “take off” .</li> <li>• Clothes and clothing care. Adjectives describing shape, size, material</li> </ul> <p>Conjunctions.</p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• The human body and personal hygiene</li> <li>• Describing symptoms and illnesses.</li> <li>• Treatment terms and medical specialists.</li> </ul>

	<p>3b: Treatment terms</p> <p>3c: States of health and healing</p> <p>3d: Health related conversation: "Get well soon" "Bless you".</p> <p>4a: Groceries and cooking</p> <p>Past perfect. Conjunction "both"</p> <p>4b: Food preparation verbs</p> <p>4c: Shopping and food terms</p>	<ul style="list-style-type: none"> <li>• Continuous and completed states. Present perfect progressive.</li> <li>• The emergency room</li> <li>• The medical suffixes : -itis and -osis</li> <li>• Healthy eating: Food terms. Cooking verbs and terminology. Weight, density and liquid measures.</li> <li>• The past perfect tense.</li> <li>• The imperative.</li> </ul>
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Rosetta Stone Level 5		
	Rosetta Stone course	Your qualification objectives
Unit 1	<p><b>Business and Industry</b></p> <p>1a: Industry and Energy Adjectival clauses and the subjunctive</p> <p>1b: Industries and industrial materials</p> <p>1c: verbs of production and manufacture.</p> <p>2a: Retail</p> <ul style="list-style-type: none"> <li>• Dependent clauses and the subjunctive</li> <li>• Store details</li> </ul> <p>2b: Prices and availability</p> <ul style="list-style-type: none"> <li>• Increase and decrease</li> </ul> <p>2c: Clothing sizes- Adjectives of size</p> <ul style="list-style-type: none"> <li>• Retail vocabulary ("be out of", to increase/ decrease, customer, clerk)</li> </ul> <p>3a: Agriculture</p> <ul style="list-style-type: none"> <li>• Impersonal</li> </ul>	<p><b>Money and business</b></p> <ul style="list-style-type: none"> <li>• Industries</li> <li>• Banking and Finance</li> <li>• Money exchange – rates</li> <li>• Professions and the world of work.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- The imperative (R)- Imperative with negative</li> <li>- The subjunctive</li> <li>- Direct and indirect object pronouns and imperatives</li> <li>- Discussing opinions</li> <li>- Reflexive verbs</li> <li>- Subjunctive</li> </ul> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>• Clothing and Fashion, asking for help in a store.</li> <li>• Expressing Complaints. Expressing Insistence. Expressing Agreement and disagreement. Bargaining in a</li> </ul>

	<p>expressions</p> <ul style="list-style-type: none"> <li>• Agricultural terms</li> </ul> <p>3b:Solar time: “midnight”, “noon” and “sunset”</p> <p>4a: Services and Information</p> <ul style="list-style-type: none"> <li>• Nominalization. Nouns with common roots.</li> <li>• Customer service terms</li> </ul> <p>4b:Making and cancelling plans</p> <p>4c:Borrowing , lending and recommending</p> <ul style="list-style-type: none"> <li>• Earlier , later</li> </ul>	<p>market – Recommending.</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Comparison of adjectives</li> <li>• Dependent clauses</li> <li>• The present subjunctive – Subjunctive after verbs of influence.</li> <li>• Nominalization</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• Related vocabulary and expressions</li> <li>• Greetings and salutations</li> <li>• Christmas plans</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Past tenses: Imperfect, perfect and continuous.</li> </ul> <p><i>(celebré, celebraba, estaba celebrando )</i></p> <p>Pluperfect: usage and formation</p> <p>Emphasis ( <i>ya, aún no</i> )</p>
<p>Unit 2</p>	<p><b>Arts and Academics</b></p> <p>1a: Literature and Film.</p> <p>Discussing options, possibilities. Might, could.</p> <p>1b: Songs and stories</p> <p>1c: Genres and their characteristics.</p> <p>2a: Law, Government and Citizenship.</p> <p>Discussing options</p>	<p><b>Cultural and Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• Tradition</li> <li>• Arts and leisure</li> <li>• Literature – Genres : (Non fiction : Biography, Travel =(fiction) Mystery, Science Fiction , Adventure, Children's, Classics, Poetry</li> <li>• Cultural focus: Film/TV</li> <li>• Science , politics and technology</li> <li>• Discoveries and news</li> </ul>

	<p>2b: Culture and Tradition</p> <p>2c: Legality and illegality</p> <p>3a: Science and Discovery</p> <p>Branches of Science</p> <p>3b: Mathematical Terms</p> <p>3c: Experimentation: “to find out”, and “an answer”</p> <p>4a: Learning and Development</p> <p>Expressing Possibility</p> <p>4b: Managing tasks</p> <p>4c: Discussing success</p>	<ul style="list-style-type: none"> <li>• Current events and news</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Hypothetical situations: “If I were...”</li> <li>- Would – Could – might</li> <li>- Describing possibility and impossibility</li> </ul>
<p>Unit 3</p>	<p><b>Emergency Situations</b></p> <p>1a: Getting Help</p> <p>Emergency situations</p> <ul style="list-style-type: none"> <li>• Counterfactual situations: Pluperfect subjunctive</li> </ul> <p>1b: Reporting emergencies</p> <ul style="list-style-type: none"> <li>• Relative adjectives and adverbs</li> </ul> <p>2a: The emergency room</p> <p>Emergency room terms</p> <ul style="list-style-type: none"> <li>• Relative importance: “serious” and “minor”</li> </ul> <p>2b: Treatment and sensations: “to treat” and “to feel”.</p> <p>3a: Dealing with disasters</p>	<p><b>Everyday situations</b></p> <ul style="list-style-type: none"> <li>• Eating out</li> <li>• Healthy living</li> <li>• Medical - At the doctors – treatments.</li> <li>• Talking about providing basic services</li> <li>• Talking about emergency situations – A report – A newspaper article.</li> <li>• Weather and disasters.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Imperfect subjunctive – Usage and formation.</li> <li>- Conditional tense – Usage and formation.</li> </ul>

	<p>Weather phenomena</p> <p>3b: Emergency services</p> <p>3c: Community responses: “to volunteer” and “to donate”</p> <p>3d: Describing frequency: “normal” and “unusual”</p> <p>4a: Solving travel problems</p> <p>In-country resources: “embassy”, “translator” and “customs”</p> <p>4b: Theft and ownership</p> <p>4c: Recounting experiences: Direct and indirect discourse</p> <p>4d: Expressing empathy</p>	<ul style="list-style-type: none"> <li>- Reported speech</li> <li>- Relative adjectives and adverbs</li> </ul>
<p>Unit 4</p>	<p><b>Family and Community</b></p> <p>1a: Extended family terms</p> <p>1b: Expressing reality: “to imagine”, “to tell the truth”, and “to tell a lie”</p> <p>Adverbs: “yet” and “anymore”</p> <p>2a: Explanations and Solutions. Describing and solving problems.</p> <p>2b: Simple and complex</p> <p>2c: Providing examples and explaining connections</p> <p>2d: Emotions: “nervous”, “excited” and “confused”</p> <p>3a: Spending time</p>	<p><b>Personal information , Family and surroundings</b></p> <ul style="list-style-type: none"> <li>• Families and Family Activities</li> <li>• Social life</li> <li>• Personal presentations – Talking about how we are and we were.</li> <li>• Commenting about the first time you met someone – unforgettable moments.</li> <li>• Going out and spending time with friends and family.</li> <li>• Talking about what people and life used to</li> </ul>

	<p>Spending time with friends</p> <p>3b: Expressing preferred activities</p> <p>3c: Relative frequency: "rarely", and "often"</p> <ul style="list-style-type: none"> <li>• Constructions with "however"</li> </ul> <p>4a: Around the neighbourhood</p> <p>Neighbourhood geography</p> <ul style="list-style-type: none"> <li>• Adjectives: "front", "back" and "side".</li> </ul> <p>4b: Identifying parts of objects</p> <p>4c: Expressing interest</p> <p>4d: Pollution and recycling</p>	<p>be like.</p> <ul style="list-style-type: none"> <li>• Talking about our neighbourhood.</li> <li>• Talking about emotions ,</li> <li>• Describing and solving emergencies and problems.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Verb tenses, use of subjunctive</li> <li>- <i>Ser /Estar</i></li> <li>- Verb tenses covered on the course</li> <li>- Adverbs – <i>Yet, Since, Anymore, Still</i> – Adverbs of frequency (rarely, seldom, often).</li> <li>- General grammar revision</li> </ul>
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