

## **CURRICULUM (B2 – Advanced Intermediate Level)**

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### **TARGET AUDIENCE**

This curriculum is designed for students who are capable of speaking fluently and naturally with native speakers; producing clear, detailed texts; expressing their opinions on a variety of topics and understanding complex texts.

### **OBJETIVOS DEL CURSO**

- To develop the four communicative skills (listening and reading comprehension, conversation, and written expression).
- To master the grammar outlined in this course and its use in communicative situations.
- To become proficient in the vocabulary and idioms designed for this course for this course and its use in communicative situations.
- To reinforce the course's contents through extra pedagogical materials and homework.

### **METHODOLOGY**

Our pedagogical model is based on the communicative approach, which tries to prepare the student for real-life communications with other Spanish-speakers. With this objective in mind, we often use photographs, illustrations, audio samples, videos, texts, and role-plays that represent daily life, which serve as a starting point to stimulate conversations during our classes.

### **FUNCTIONAL CONTENT**

- Expressing wishes and feelings.
- Narrating surreal events and dreams.
- Asking questions, suggesting and proposing plans, and accepting or rejecting plans.
- Describing places, architectural styles, and people.
- Talking about body parts, illnesses, and physical conditions.
- Giving advice and warnings.
- Expressing surprise, amazement, disbelief, and indifference.
- Expressing probability in the past.
- Complaining and expressing agreement, disagreement, anger and indignation.
- Giving advice and making recommendations.
- Describing unsuccessful plans.
- Expressing obligation and necessity.
- Laying out a hypothesis about the present or the future.
- Speaking about obstacles in order to get something.

## GRAMMATICAL CONTENT \*

### Modes and verb tenses

- Indicative: imperfect preterit (surreal stories and dreams, unsuccessful plans, obstacles) and preterit pluperfect (unsuccessful plans, obstacles).
- Subjunctive: present and imperfect preterit (wishes, plans, advice, surprise, probability in the past, complaints, feelings, hypotheses, obstacles).

### Conditional sentences (improbable situations)

**SI** + Imperfect Preterit Subjunctive + Conditional Simple

### Subordinate noun clauses

- Wishes: *me gustaría que, deseo que, prefiero que, etc.*
- Plans: *¿te apetecería + infinitive / que...?, estoy pensando en + infinitive*
- Advice: *lo mejor es que, es aconsejable que, lo aconsejable es que, etc*
- Probability in the past: *podría ser que, diría que, puede que, etc.*
- Complaints: *estoy harto de que, no hay derecho a que, me resulta doloroso que, etc.*
- Feelings: *no soporto que, me fastidia que, me da asco que, etc.*
- Obligation and necessity: *es imprescindible que, es necesario que, hace falta que, etc.*

### Relative sentences

- Indicative: known or definite antecedents.
- Subjunctive: unknown or indefinite antecedents.

### Concessive sentences

<input type="checkbox"/> <b>Aunque</b>	+ Indicative	Difficulties or real obstacles.
<input type="checkbox"/> <b>A pesar de que</b>		
<input type="checkbox"/> <b>Por mucho/poco que</b>		Unimportant difficulties.
<input type="checkbox"/> <b>Por mucho/a/s – poco/a/s + que</b>	+ Subjunctive	
<input type="checkbox"/> <b>Por absurdo que</b>		

\* - If the student requests grammatical content corresponding to lower levels can be reviewed (revision of indicative past tenses, first conditional, use of the imperative, relative sentences).