

# Academic Plan - Flamingo Spanish School

## 4 weeks program A1 to B2



### Basic Spanish Level A1:

Week 1	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 1</b> The Class	<ul style="list-style-type: none"> <li>● Introduce yourself</li> <li>● Greetings</li> <li>● Spelling names</li> <li>● Ask and give personal information</li> </ul>	<ul style="list-style-type: none"> <li>● Subjects Pronouns</li> <li>● Verb "llamarse"</li> </ul>	<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Farewells</li> <li>● Useful expressions</li> <li>● Numbers</li> </ul>	<ul style="list-style-type: none"> <li>● The alphabet</li> <li>● The vowels</li> </ul>	<ul style="list-style-type: none"> <li>● Countries in South America</li> </ul>
<b>Unit 2</b> Identify people	<ul style="list-style-type: none"> <li>● Introduce someone</li> <li>● Ask and say the nationality</li> <li>● Decir que idioma(s) habla</li> <li>● Say what language you speak</li> </ul>	<ul style="list-style-type: none"> <li>● Subject Pronouns</li> <li>● Verb "ser" simple present (identification, origen and nationality)</li> <li>● Demonyms</li> <li>● Verb "estar" (Place)</li> <li>● Verb "hablar"</li> </ul>	<ul style="list-style-type: none"> <li>● Countries</li> <li>● Demonyms</li> <li>● Languages</li> </ul>	<ul style="list-style-type: none"> <li>● The accent</li> </ul>	<ul style="list-style-type: none"> <li>● Cognates</li> </ul>
<b>Unit 3</b> Occupations	<ul style="list-style-type: none"> <li>● Ask and say the occupation or profession</li> <li>● Ask and answer where a person work</li> <li>● Ask and answer where a person lives</li> <li>● Ask and answer the time</li> </ul>	<ul style="list-style-type: none"> <li>● Verb "ser" (occupation or profession)</li> <li>● The questions</li> <li>● Indefinite article</li> <li>● Number and gender of the noun</li> <li>● Regular verbs</li> <li>● Present of indicative</li> <li>● Interrogative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>● Places where people work</li> <li>● Parts of the day</li> <li>● Numbers</li> <li>* occupation or profession</li> </ul>	<ul style="list-style-type: none"> <li>● Intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>● The occupations better paid in Latinoamerica</li> </ul>
<b>Unit 4</b> The family	<ul style="list-style-type: none"> <li>● Identify kinship relationships</li> <li>● Identify the gender of objects</li> <li>● Express destiny, purpose and possession</li> </ul>	<ul style="list-style-type: none"> <li>● Article determined: gender and number</li> <li>● Verb ser. Present of indicative (possession, destination, purpose)</li> <li>● Prepositions (de, para)</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Sound /r/</li> </ul>	<ul style="list-style-type: none"> <li>● Do not be confused</li> </ul>

Week 1	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 5</b> Description of people	<ul style="list-style-type: none"> <li>● Make physical and personality descriptions</li> <li>● Express possession</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives: gender and number</li> <li>● Adverbs of quantity (muy, bastante, un poco, nothing)</li> <li>● Verb “tener”. Present of indicative</li> <li>● Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● The letter “hache”</li> </ul>	<ul style="list-style-type: none"> <li>● The Latin American family</li> </ul>
<b>Unit 6</b> The three meals	<ul style="list-style-type: none"> <li>● Express existence</li> <li>● Interact in a restaurant</li> <li>● ask price</li> <li>● Order at home</li> </ul>	<ul style="list-style-type: none"> <li>● Determined article</li> <li>● The impersonal form “hay”</li> <li>● Hay / está</li> <li>● Interrogative pronouns (cuánto / s, cuánta / s)</li> <li>● Verb “estar”. Present of indicative (location)</li> <li>● Adverbs of place acá, aquí, ahí, allá, allí.</li> <li>● Demonstrative adjectives</li> <li>● Vocal change e&gt; ie. Present of indicative</li> </ul>	<ul style="list-style-type: none"> <li>● Foods</li> <li>● Measures of weight</li> <li>● Numbers</li> </ul>	<ul style="list-style-type: none"> <li>● Intonation</li> <li>● enunciative</li> </ul>	<ul style="list-style-type: none"> <li>● How to prepare a good cup of Colombian coffee</li> </ul>
<b>Unit 7</b> Some meters closer to the stars	<ul style="list-style-type: none"> <li>● Identify places</li> <li>● Describe places</li> <li>● Express existence or non-existence of a specific site</li> </ul>	<ul style="list-style-type: none"> <li>● The impersonal form “hay”</li> <li>● Prepositions of place (desde, en, por, sobre, detrás de, hacia)</li> <li>● Suffix - -ería</li> </ul>	<ul style="list-style-type: none"> <li>● Places of the city</li> </ul>	<ul style="list-style-type: none"> <li>● The sounds /r/ y /f/</li> </ul>	<ul style="list-style-type: none"> <li>● The store</li> </ul>

## Basic Spanish Level A2:

Week 2	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 8</b> I need an apartment	<ul style="list-style-type: none"> <li>• Describing a home</li> <li>• Make comparisons</li> <li>• Express general opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Place expressions</li> <li>• Vowel change e &gt; i. Present of indicative</li> <li>• Comparatives Superiority más + adjetivo + que. Inferiority menos + adjetivo + que, equality tan + adjetivo + as</li> <li>• Verb "ser" + adjetivo + infinitivo</li> <li>• Irregular verbs, Presente de indicativo: dar, hacer, poner, tener, traer, saber</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of a house</li> <li>• Objects of the house</li> </ul>	<ul style="list-style-type: none"> <li>• The sound /ks/</li> </ul>	<ul style="list-style-type: none"> <li>• There's no like mom's hotel</li> </ul>
<b>Unit 9</b> How are you?	<ul style="list-style-type: none"> <li>• Express moods and character</li> <li>• Express physical conditions and ailments</li> <li>• Describe the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Uses of the verb "ser"</li> <li>• Verbs "ser" + adjective and "estar" + adjective, Present of indicative</li> <li>• Adjectives and adverbs mood</li> <li>• Verb "doler" Present of indicative</li> <li>• Vowel change or &gt; ue.</li> <li>• Adverbs of quantity (mucho-a-os-as / muy)</li> </ul>	<ul style="list-style-type: none"> <li>• Body parts</li> <li>• The weather</li> <li>• Seasons</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel u silent</li> </ul>	<ul style="list-style-type: none"> <li>• The character of Hispanics</li> </ul>
<b>Unit 10</b> God helps he who rises early	<ul style="list-style-type: none"> <li>• Express daily routines</li> <li>• Express habitual actions</li> <li>• Express possession</li> <li>• Express actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexives pronouns</li> <li>• Verbs ending in cer / cir. Present of indicative</li> <li>• Verbs finished in guir. Present of indicative</li> <li>• Possessive pronouns</li> <li>• Estar + gerund</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal numbers</li> <li>• Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• The sound /b/</li> </ul>	<ul style="list-style-type: none"> <li>• Opinions of a man</li> </ul>
<b>Unit 11</b> There's no accounting for taste	<ul style="list-style-type: none"> <li>• Express likes and preferences</li> <li>• Express agreements and disagreements</li> <li>• Express wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Verb "gustar". Present of indicative</li> <li>• Indirect object pronouns</li> <li>• Irregular verbs (decir, oír, salir, ir, venir) Present of indicative</li> </ul>	<ul style="list-style-type: none"> <li>• Hobbies and sports</li> </ul>	<ul style="list-style-type: none"> <li>• The sounds /s/ and /k/</li> </ul>	<ul style="list-style-type: none"> <li>• The adapted sport</li> </ul>

Week 2	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 12</b> Hello?	<ul style="list-style-type: none"> <li>• Interact in a call</li> <li>• Make an invitation</li> <li>• Make an appointment</li> <li>• Describe the clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Direct object pronoun (things and people)</li> <li>• Verbs ending in -uir. Present of indicative</li> </ul>	<ul style="list-style-type: none"> <li>• Social situations</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• The syllable</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion does not bother</li> </ul>
<b>Unit 13</b> My plans	<ul style="list-style-type: none"> <li>• Express future plans</li> <li>• Express probability and uncertainty</li> <li>• Express concession</li> <li>• Express surprise and anger</li> <li>• Express obligation and need</li> <li>• Posing hypotheses and predictions about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Hay que + infinitive (obligation or impersonal need)</li> <li>• Tener que / deber + infinitive (obligation or need) personal</li> <li>• Ir a + infinitive</li> <li>• Simple future Present of indicative</li> <li>• Indefinite adjectives</li> <li>• Indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• The trips</li> </ul>	<ul style="list-style-type: none"> <li>• Accent in the future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Omens and predictions</li> </ul>
<b>Unit 14</b> What happened? (Past tense)	<ul style="list-style-type: none"> <li>• Express past and finished actions</li> <li>• List facts in the past</li> <li>• Express unique and unrepeatable actions in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Preterit indefinite indicative. Regular and irregular verbs</li> <li>• Verbs ending in car, gar, zar. Preterite indefinite indicative</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Accent in the indefinite preterite</li> </ul>	<ul style="list-style-type: none"> <li>• Happy Birthday</li> </ul>

## Intermediate Spanish Level B1:

Week 3	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 1</b> Transport	<ul style="list-style-type: none"> <li>Tell about travel experiences</li> <li>Formulate complaints and claims</li> </ul>	<ul style="list-style-type: none"> <li>Preterit (regular and irregular verbs)</li> <li>Present historical vs. preterite</li> <li>Prepositions (a, en, de)</li> <li>Vowel changes e&gt; i, o&gt; u, i&gt; y</li> </ul>	<ul style="list-style-type: none"> <li>Transport</li> <li>Airport</li> <li>hotel</li> </ul>	<ul style="list-style-type: none"> <li>Letters(i &amp; y)</li> </ul>	<ul style="list-style-type: none"> <li>The bondi, combi, guagua or autobús</li> </ul>
<b>Unit 2</b> On vacations and holidays	<ul style="list-style-type: none"> <li>Express the realization of a single action in completed development that occurred at a time finished in the past</li> <li>Express knowledge about someone or something</li> <li>Indicate time, place, destination and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Saber y conocer</li> <li>Preterite indefinite of "estar" + gerund</li> <li>Indirect object pronoun</li> <li>Prepositions + personal pronoun</li> <li>Prepositions (a, entre, para)</li> </ul>	<ul style="list-style-type: none"> <li>Trips</li> </ul>	<ul style="list-style-type: none"> <li>Differentiating accent in monosyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>Traditional holidays</li> </ul>
<b>Unit 3</b> What have you done?	<ul style="list-style-type: none"> <li>Ask for and give information about personal experiences</li> <li>Express feelings and moods</li> <li>Make offers and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Past Perfect indicative</li> <li>Prepositions (sin, con)</li> <li>Direct and indirect object pronouns</li> <li>Adverbs of time: ya, aún, todavía, alguna vez, nunca</li> <li>Tener + dolor de cabeza / tristeza</li> </ul>	<ul style="list-style-type: none"> <li>Physical and mood states</li> </ul>	<ul style="list-style-type: none"> <li>Accent in "palabras agudas"</li> </ul>	<ul style="list-style-type: none"> <li>Colors and their relation to moods</li> </ul>
<b>Unit 4</b> From the fables to the urban legend	<ul style="list-style-type: none"> <li>Describe the circumstances of a past event</li> <li>Express habitual actions in the past</li> <li>Describe people, animals and places</li> </ul>	<ul style="list-style-type: none"> <li>Preterit imperfect indicative (regular and irregular verbs)</li> <li>Prepositions (a, entre, para)</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Characters of classic children's stories</li> </ul>	<ul style="list-style-type: none"> <li>Accent in "palabras graves"</li> </ul>	<ul style="list-style-type: none"> <li>Urban legends</li> </ul>
<b>Unit 5</b> Remember the past	<ul style="list-style-type: none"> <li>Narrate fact and stories</li> <li>Describe people, objects and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Contrast between preterite / imperfect indicative</li> <li>Prepositions (por, para)</li> <li>Imperfect of "estar" + gerund</li> </ul>	<ul style="list-style-type: none"> <li>Inventions</li> </ul>	<ul style="list-style-type: none"> <li>Consonant modifications</li> <li>(c-qu, z-c, g-gu)</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>

## Intermediate Spanish Level B2:

Week 4	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 6</b> A healthy life	<ul style="list-style-type: none"> <li>● Give advice and make recommendations</li> <li>● Give orders and instructions (affirmatively)</li> <li>● Express possible conditions</li> </ul>	<ul style="list-style-type: none"> <li>● Affirmative imperative (regular and irregular verbs)</li> <li>● Sí + present of indicative + imperative</li> </ul>	<ul style="list-style-type: none"> <li>● Health</li> <li>● Health professions</li> <li>● Diseases</li> <li>● Foods</li> </ul>		<ul style="list-style-type: none"> <li>● Bunch of virtues</li> <li>● Manojos de virtudes</li> </ul>
<b>Unit 7</b> Take care	<ul style="list-style-type: none"> <li>● Give advice and recommendations</li> <li>● Give orders and instructions (in a negative way)</li> <li>● Express causes</li> </ul>	<ul style="list-style-type: none"> <li>● Negative imperative (regular and irregular verbs)</li> <li>● Why?</li> <li>● Because</li> <li>● Imperative + reflexive pronoun</li> <li>● Imperative + OD / OI</li> <li>● Imperative + OD</li> </ul>	<ul style="list-style-type: none"> <li>● Health</li> <li>● Diseases</li> <li>● Environment</li> </ul>	<ul style="list-style-type: none"> <li>● Accent in “esdrújulas y sobreesdrújulas” words</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships between parents and children</li> </ul>
<b>Unit 8</b> Star dust	<ul style="list-style-type: none"> <li>● Count past and concluded actions in the past in relation to another past action.</li> <li>● Tell experiences that happen for the first time</li> <li>● Define objects and professions</li> <li>● Express the circumstances in which the actions take place</li> </ul>	<ul style="list-style-type: none"> <li>● Preterite pluperfect indicative</li> <li>● Preterite pluperfect of being + gerund</li> <li>● Relative pronouns (que, quien)</li> <li>● Adverbs ended in -mente</li> </ul>	<ul style="list-style-type: none"> <li>● Media</li> <li>● Astronomy</li> </ul>	<ul style="list-style-type: none"> <li>● Use of the r</li> </ul>	<ul style="list-style-type: none"> <li>● Jorge Drexler (Uruguay), Ernesto Cadenal (Nicaragua)</li> </ul>
<b>Unit 9</b> What happened?	<ul style="list-style-type: none"> <li>● Express uncertainty and hypothesis</li> <li>● Express involuntariness</li> <li>● Ask and deny permission and favors</li> </ul>	<ul style="list-style-type: none"> <li>● Perfect indicative future</li> <li>● “Se” to express involuntariness</li> <li>● Poder + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>● Diverse</li> </ul>	<ul style="list-style-type: none"> <li>● Use of the m and the n</li> </ul>	<ul style="list-style-type: none"> <li>● The legend of El Dorado (Colombia)</li> </ul>
<b>Unit 10</b> I would love to work there	<ul style="list-style-type: none"> <li>● Express wishes</li> <li>● Ask and give advice</li> <li>● To make suggestions</li> <li>● Ask for favours</li> </ul>	<ul style="list-style-type: none"> <li>● Simple conditional</li> <li>● Conditional compound</li> </ul>	<ul style="list-style-type: none"> <li>● occupational</li> </ul>	<ul style="list-style-type: none"> <li>● Homophones (with h and without h)</li> </ul>	<ul style="list-style-type: none"> <li>● The prophecies</li> </ul>

Week 4	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 11</b> What does it say?	<ul style="list-style-type: none"> <li>● Interpret the words of another</li> <li>● Transmit information</li> <li>● Write formal and informal letters</li> </ul>	<ul style="list-style-type: none"> <li>● Direct style / indirect style</li> </ul>	<ul style="list-style-type: none"> <li>● Movie theater</li> <li>● Correspondence formulas</li> </ul>	<ul style="list-style-type: none"> <li>● Homophones (with z, s and c)</li> </ul>	<ul style="list-style-type: none"> <li>● Social media of communication</li> </ul>
<b>Unit 12</b> I hope you do well	<ul style="list-style-type: none"> <li>● Influence someone's behavior</li> <li>● Express wishes</li> </ul>	<ul style="list-style-type: none"> <li>● Present subjunctive in relative clauses (regular and irregular verbs)</li> <li>● Verbs and expressions of information and perception</li> <li>● Influence verbs</li> </ul>	<ul style="list-style-type: none"> <li>● Diverse</li> </ul>	<ul style="list-style-type: none"> <li>● Use of capital letters</li> </ul>	<ul style="list-style-type: none"> <li>● Felipe Pelaez</li> <li>● (Colombia)</li> <li>● Espinoza Paz</li> <li>● Silvio Rodríguez</li> </ul>

## Intermediate Spanish Level B2+ (Can be offered upon request):

<b>B2+</b>	<b>Objective</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Orthography</b>	<b>Culture</b>
<b>Unit 1</b> Son of tiger comes out painted	<ul style="list-style-type: none"> <li>● Make physical and personality descriptions</li> <li>● Express similar</li> <li>● Express ownership, origin, destination, location</li> <li>● Make generalizations</li> <li>● Justify</li> </ul>	<ul style="list-style-type: none"> <li>● Verbs ser. Estar, tener, llevar</li> <li>● Ser + adjectives</li> <li>● Estar + adjective</li> <li>● Ser y estar</li> <li>● Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● Human body parts</li> </ul>	<ul style="list-style-type: none"> <li>● Cambio de la y copulativa en e</li> <li>● Change of linker "y" in "e"</li> </ul>	<ul style="list-style-type: none"> <li>● Expressions with body parts</li> </ul>
<b>Unit 2</b> Tales of scares	<ul style="list-style-type: none"> <li>● Express actions that started in the past, but continue in the present</li> <li>● Express facts from the past</li> <li>● Express actions completed in a past also finished</li> <li>● Describir acciones pasadas</li> <li>● Express a previous action to another one also passed.</li> </ul>	<ul style="list-style-type: none"> <li>● Preterite / preterite perfect of indicative</li> <li>● Temporal markers of the past</li> <li>● Preterite / imperfect / pluperfect</li> <li>● Verb + a + infinitivo</li> </ul>	<ul style="list-style-type: none"> <li>● Literature</li> </ul>	<ul style="list-style-type: none"> <li>● Question exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>● Rafael Cárdenas</li> <li>● Rafael Pombo</li> <li>● Los cuenteros</li> <li>● Ricardo Güiraldes</li> </ul>
<b>Unit 3</b> Buy two, carry three	<ul style="list-style-type: none"> <li>● Interpreting advertisements</li> <li>● Advise, persuade</li> <li>● Design advertisements</li> </ul>	<ul style="list-style-type: none"> <li>● Imperative + direct and indirect object pronouns</li> <li>● Present subjunctive</li> <li>● Adverbial expressions ending in -mente</li> <li>● Uses of "se"</li> </ul>	<ul style="list-style-type: none"> <li>● Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>● Change of the "o" to "u"</li> </ul>	<ul style="list-style-type: none"> <li>● The programmed obsolescence</li> </ul>



B2+	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 4</b> Small town, big hell	<ul style="list-style-type: none"> <li>Show agreement and disagreement</li> <li>Confirm a reality</li> <li>Rate and review</li> <li>Express feelings</li> </ul>	<ul style="list-style-type: none"> <li>Es obvio, es evidente. (no) está claro...+ indicative/subjunctive</li> <li>Es lógico/es necesario/es posible.. (que) + infinitive/ subjunctive</li> <li>Lo + adjective/adverb es + infinitive</li> <li>Lo+ adjective/adverb es/son+ n. plural</li> <li>Discourse markers</li> <li>Creo/pienso/opino / me parece... + que + verb indicative</li> <li>No creo/no pienso/no me parece...+ que verb in subjunctive</li> <li>gustar/encantar...+ infinitive / subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>The cities</li> <li>The ground's pollution</li> </ul>	<ul style="list-style-type: none"> <li>Water</li> </ul>	<ul style="list-style-type: none"> <li>El piracurú</li> </ul>
<b>Unit 5</b> The need creates wise	<ul style="list-style-type: none"> <li>Describe and define known objects</li> <li>Describe and define people and things defined</li> </ul>	<ul style="list-style-type: none"> <li>Relative sentences Preposition + article + relative pronoun</li> <li>Indicative subjunctive contrast in relative sentences</li> <li>Known / unknown antecedent</li> <li>Double denial</li> </ul>	<ul style="list-style-type: none"> <li>Home</li> </ul>		
<b>Unit 6</b> Nobody is a prophet in their own land	<ul style="list-style-type: none"> <li>Formulate proposals, accept and reject them</li> <li>Confirm a reality</li> <li>Formulate hypotheses to express probability in the future</li> </ul>	<ul style="list-style-type: none"> <li>Expressions to accept and reject proposals</li> <li>Markers of certainty and doubt with indicative and subjunctive</li> <li>Adverbs and expressions to mark hypotheses</li> <li>Simple future</li> <li>Future compound / Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Immigration</li> </ul>		

## Intermediate Spanish Level C1 (Can be offered upon request):

<b>C1</b>	<b>Objective</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Orthography</b>	<b>Culture</b>
<b>Unit 7</b> Work stuffs	<ul style="list-style-type: none"> <li>Place an action in time</li> <li>Express the purpose or purpose of what you want to achieve with an action</li> <li>Practice learning strategies related to reading</li> <li>Prepare a resume</li> </ul>	<ul style="list-style-type: none"> <li>conjunctive Conjunctions and temporal locutions</li> <li>Final sentences</li> <li>For + infinitive / for + that + subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Work</li> </ul>		
<b>Unit 8</b> Do you study or work?	<ul style="list-style-type: none"> <li>Locate an action in time</li> <li>Express the beginning and duration of an action</li> <li>Express an obstacle, an inconvenience or an objection</li> <li>Talk about problems that concern us</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes -dor / -dora, -logo / loga, -ico / ica</li> <li>Some verbal periphrases</li> <li>Temporary markers</li> <li>Concessional sentences concessivas aunque, a pesar de que, aun cuando</li> <li>Suffix -ion</li> </ul>	<ul style="list-style-type: none"> <li>Education</li> </ul>		
<b>Unit 9</b> That's weird!	<ul style="list-style-type: none"> <li>Deny an action or present it as unlikely</li> <li>Express strangeness</li> <li>Relate two future events</li> <li>Compare situations</li> </ul>	<ul style="list-style-type: none"> <li>Pluperfect subjunctive</li> <li>Qué raro / extraño + que + subjunctive, me parece raro / rarísimo / extraño extrañísimo + que + subjunctive</li> <li>Comparative and superlative</li> </ul>	<ul style="list-style-type: none"> <li>Citizen participation</li> </ul>		

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C1	Objective	Grammar	Vocabulary	Orthography	Culture
<b>Unit 10</b> Politics	<ul style="list-style-type: none"> <li>Express feelings</li> <li>Express wishes</li> <li>Express unreal conditions in the present</li> </ul>	<ul style="list-style-type: none"> <li>Preterit imperfect subjunctive</li> <li>Verb of feeling in the past + que + subjunctive</li> <li>Me / te / le / nos / les + gustaría + infinitive, Me / te / le / nos / les + gustaría + que + imperfect subjunctive</li> <li>Si + imperfect subjunctive + simple condition</li> </ul>	<ul style="list-style-type: none"> <li>Politics</li> <li>Agricultural sector</li> </ul>		
<b>Unit 11</b> If I had known	<ul style="list-style-type: none"> <li>Express conditions in the past and their consequences</li> <li>Express repentance</li> <li>Express exceptions to the conditions</li> </ul>	<ul style="list-style-type: none"> <li>Pluperfect subjunctive</li> <li>Si + pluperfect subjunctive + conditional simple / compound</li> <li>(No) debería, (no) tendría que + haber + past participle, Si + pluperfect subjunctive, (+ no) + conditional compound / pluperfect subjunctive</li> <li>Adverb / relative pronoun + verb in present subjunctive</li> <li>A condición de que / con tal de que / siempre que / siempre y cuando + subjunctive</li> <li>Adjective undefined: cualquier /cualquiera</li> </ul>			
<b>Unit 12</b> Intercultural encounters	<ul style="list-style-type: none"> <li>Reflect on intercultural encounters</li> <li>Transmit other people's words</li> <li>Reflect on the importance of learning the non-verbal system when studying a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>Indirect style: information verbs ((decir, preguntar, afirmar, manifestar, aseverar...) + que</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to intercultural encounters</li> <li>Non-verbal communication</li> </ul>		