

**ESTRUCTURA CURRICULAR - INTERMEDIO B2.2**

UNIT	FUNCTIONAL	NOTIONAL
<p align="center">UNIT 9</p> <p align="center"><b>AT YOUR SERVICE</b></p>	<p>Talking about things you need to have done; asking for and giving advice or suggestions.</p> <p>Listening to suggestions for self-improvement.</p> <p>Writing a letter of advice.</p> <p>"Improve Your Memory, Improve Your Life": Reading about techniques to improve memory.</p>	<p><i>Have or get something done</i> (active and passive); making suggestions with gerunds, infinitives, modals + verbs, and negative questions.</p>
<p align="center">UNIT 10</p> <p align="center"><b>THE PAST AND THE FUTURE</b></p>	<p>Talking about the future; talking about things to be accomplished in the future.</p> <p>Listening for opinions about public figures; listening to predictions.</p> <p>Writing a biography.</p> <p>"The Global Village": Reading about political and technological changes that bring people closer together.</p>	<p>Referring to time in the past with adverbs and prepositions; <i>during, in, ago, from... to, for since</i>; predicting the future with <i>will</i>, future continuous, and future perfect.</p>
<p align="center">UNIT 11</p> <p align="center"><b>LIFE'S LITTLE LESSONS</b></p>	<p>Describing rites of passage; describing turning points; describing regrets and hypothetical situations.</p> <p>Listening to descriptions of important events; listening to regrets and explanations.</p> <p>Writing a letter of apology.</p> <p>"If You Could Do It All Again": Reading about people's life choices and regrets.</p>	<p>Time clauses; <i>before, after, once, the moment, as soon as, until, by the time</i>; describing regrets and hypothetical situations with <i>should not have</i> + past participle and <i>if</i> clauses + past perfect.</p>
<p align="center">UNIT 12</p> <p align="center"><b>THE RIGHT STUFF</b></p>	<p>Describing qualities for success; describing features; giving reasons for success; interviewing for a job; talking about ads and slogans.</p> <p>Listening for features and slogans.</p> <p>Writing a TV commercial.</p> <p>"The Wrong Stuff": Reading about advertising failures.</p>	<p>Describing purpose with infinitive clauses and infinitive clauses with <i>for</i>; giving reasons with <i>because, since, because of, for, due to, and the reason</i>.</p>
<p align="center">UNIT 13</p> <p align="center"><b>THAT'S A POSSIBILITY</b></p>	<p>Making conclusions: offering explanations; describing hypothetical events; giving advice for predicaments.</p> <p>Listening to explanations; listening for the best solution.</p> <p>writing about a predicament.</p> <p>"The Blue Lights of Silver Cliff": Reading a story about an unexplained phenomenon.</p>	<p>past modals for degrees of certainty: <i>must (not) have, may (not) have, could not have</i>; past modals for opinions and advice; <i>should (not) have, could (not) have, would (not) have</i>.</p>
<p align="center">UNIT 14</p> <p align="center"><b>BEHIND THE SCENES</b></p>	<p>Describing how something is done or made; describing careers in the media.</p> <p>Listening to a producer describe his work; listening for personality traits.</p> <p>Writing about a process.</p> <p>"Hooray for Bollywood": Reading about the kind of movies made in India.</p>	<p>The passive to describe process with <i>is/are</i> + past participle and modal + <i>be</i> + past participle; defining and nondefining relative clauses.</p>
<p align="center">UNIT 15</p> <p align="center"><b>THERE SHOULD BE A LAW!</b></p>	<p>Giving opinions for and against controversial issues; offering a different opinion; agreeing and disagreeing.</p> <p>Listening for solutions to everyday annoyances; listening to issues and opinions.</p> <p>Writing a letter to a community leader.</p> <p>"How Serious Is Plagiarism?": Reading about plagiarism and people's opinions about its severity.</p>	<p>Giving recommendations and opinions with passive modals; <i>should be, ought to be, must be, has to be, got to be</i>; Tag questions for opinions.</p>
<p align="center">UNIT 16</p> <p align="center"><b>CHALLENGES AND ACCOMPLISHMENTS</b></p>	<p>Describing challenges, frustrations, and rewards; discussing traits needed for meeting challenges; talking about the past and the future.</p> <p>Listening to challenges and rewards of people's work; listening for people's goals for the future.</p> <p>Writing a personal statement for an application.</p> <p>"Young and Gifted": Reading about exceptionally gifted young people.</p>	<p>Complex noun phrases containing gerunds; accomplishments with the present perfect and simple past; goals with the future perfect and <i>would like to have</i> + past participle.</p>