



Centro de  
Lenguas

**ANÁHUAC**

# LEVEL A

## Propædeutic A

### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Family and Friends	The verb "to be"	Meeting people	Family and personal information
	There is/are	Calendar	Countries & nationalities
			Colors & numbers
2. Possessions	Possessive's	Shopping	Adjectives
	Possessive adjectives		Prices & currencies
			Singular & plural basic nouns
3. Favorite Spot	Prepositions of place	Giving directions	Everyday verbs
	Simple Present	Telling the time	Opinion adjectives
			Describing cities and its places
4. Spare Time	Can/can't (+ adverb)	Talking about abilities	Furniture, useful objects
	Frequency adverbs	Hobbies & interests	Sports
		Likes & dislikes	Everyday activities
5. Famous Dishes	Countable & uncountable nouns	Ordering at a restaurant	Food & menus
	Quantifiers		
6. Famous people from the past	Demonstrative pronouns	Asking what people did	Places of work
	Simple Present & Simple Past		

**Word focus:** in, one/ones, mean, write

**Word building:** word roots, suffixes, adjective + noun collocations, verb + noun collocations

### AIMS

At the end of English A, students will be able to:

1. Use some simple structures correctly, but still making basic mistakes.
2. Use sufficient vocabulary and structures for coping with simple survival needs.
3. Produce simple texts on a limited range of subjects.
4. Give a simple description of people, living conditions, daily routines, likes & dislikes, etc.

# LEVEL B

## Propædeutic B

### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Journeys & adventures	Comparatives	Making requests	Journey adjectives
2. People's appearances	Superlatives	Talking about pictures & photos	Clothes
			Parts of the body
3. Entertainment industry	Review Simple Present and Past	Inviting people over	Places for entertainment
		Making arrangements	
4. Learning & Education	Introduce Present Continuous	Checking & clarifying	School subjects
5. Vacation time	Modals of necessity & advice	Making suggestions	Types of vacation
			Tourism
6. Our Planet and its features	Be vs have	Giving a presentation	Parts of the Earth
	Indefinite pronouns		
	Articles		Measurements
	Sense verbs		

**Word focus:** time, like, up, take, how, so, because

**Word building:** collocations, synonyms & antonyms, word families, word forms

### AIMS

At the end of English B, students will be able to:

1. Understand sentences and frequently used expressions related to areas of most immediate relevance.
2. Use sufficient vocabulary for the expression of basic communicative needs.
3. Communicate in simple and routine tasks requiring straightforward and direct exchange of information on familiar matters.
4. Produce texts on a limited range of subjects to address immediate needs in a simplified manner.

# LEVEL 1

## Pre-Intermediate A

### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Routines	Simple present / Present continuous Adverbs / Expressions of Frequency	Illnesses	Everyday routines and illnesses
2. Survival	Simple past Past continuous	Telling a story	Personal qualities
3. On your marks, get set, go!	Modal verbs for rules Gerunds after verbs, prepositions.	Hobbies & interests	Sports
4. Commuting & traveling	Comparatives, Comparative modifiers, and Superlatives.	Traveling	Transportation and ways of traveling
5. The 3Rs	Quantifiers Articles: a/an, the, or no article	Calling about an order	Recycling, Reducing & Re-using
6. Generation gaps	Infinitive and Future forms	Inviting, accepting, & declining	Life events & celebrations

**Word focus:** feel, like, take, get

**Word building:** collocations with do, play, & go, suffixes, compound nouns, verbs & nouns, synonyms

### AIMS

At the end of English 1, students will be able to:

1. Use reasonably accurately a repertoire of frequently used routines and patterns.
2. Read straightforward factual texts on subjects related to their field and interest.
3. Identify unfamiliar words from the context on topics related to their field and interests.
4. Perform and respond to a range of language functions, using their most common exponents in a neutral register.

## LEVEL 2

### Pre-Intermediate B

#### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. My dream job	Prepositions of place and movement For and since Present Perfect vs Simple past	Job interviews	Job descriptions
2. Benefits of technology	Zero and First conditional Defining Relative Clauses	How things work	Technology terminology
3. Getaways	Past Perfect Subject Questions	Requesting things	Vacation and travel
4. Worldwide brands	Passive in simple present and simple past Used to	Discussing opinions	Brands and marketing
5. Messages from the past	Reported speech in present and past Say & tell	Giving a short presentation	Ancient history
6. The rage of nature	Indefinite pronouns (any, every, no, some)	Finding solutions	Extreme weather & natural disasters

**Word focus:** make or do, place, one, start

**Word building:** suffixes in job words, dependent prepositions, -ed / -ing adjectives, word forms, verb + preposition

#### AIMS

At the end of English 2, students will be able to:

1. Use reasonably accurately a repertoire of frequently used routines and patterns associated with situations that are more predictable.
2. Perform and respond to a range of language functions, using their most common exponents in a neutral register.
3. Give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
4. Communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.

## LEVEL 3 Intermediate A

### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Colors psychology	Present simple and present continuous	Opening & closing conversations	Symbolisms
	Question forms		Feelings & emotions
2. Art and performance	Present perfect simple (already, just, yet)	Choosing an event	Music & types of painting arts
	Present Perfect vs Past Simple		Performances
3. Riding the wave	Past simple and past continuous	Telling stories	Water sports
	Past perfect simple		Describing experiences
4. At the Office	Future predictions and forms	Making and responding to requests	Work & pay conditions
			Job requirements
5. Foodie life	Obligations, Permissions & Recommendations	Describing dishes	Food and restaurants
	First conditional		A healthy lifestyle
6. Enigmas	Purpose: to, for, & so that	Reacting to surprising news	Unsolved mysteries
	Certainty & Possibility		Adverbs in stories

**Word focus:** love, kind, get, job & work education, so, long.

**Word building:** adjective + noun collocations, adverbs with -ly, prefix repay & conditions, nouns & verbs.

### AIMS

At the end of English 3, students will be able to:

1. Communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.
2. Use reasonably accurately a repertoire of frequently used routines and patterns associated with predictable situations.
3. Use sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life.
4. Perform and respond to a range of language functions, using their most common exponents in a neutral register.

# LEVEL 4

## Intermediate B

### CONTENT

UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. A Great Place	Used to, would, & simple past	Preferences	Parts of a house
	Comparative adverbs & patterns		The city
2. Travelling for Business or Pleasure?	Present perfect simple & continuous	Solving problems	Travel problems
	Verb patterns: -ing form & infinitive		Vacation
3. It's On Sale!	Passive voice	Buying things	Money
	Articles & quantifiers		Shopping
4. First Aid	Second conditional	Illnesses & injuries	Medicine
	Defining relative clauses		Injuries
5. New Media	Reported speech (statements and questions)	Telephone calls	Communications technology
	Reporting verbs & reporting patterns		Ways to communicate
6. Looking Back	Speculation (should have & could have)	Apologizing	Camping, trips and wild animals
	Third conditional		Negative prefixes (in-, un-, im-)

**Word focus:** as & like, take, go.

**Word building:** noun > adjective, compound adjectives, prefixes in-, un-, im-

### AIMS

At the end of English 4, students will be able to:

1. Read with a large degree of independence.
2. Show a relatively high degree of grammatical control.
3. Vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
4. Show generally high lexical accuracy, though some confusion and incorrect word choice does occur without hindering communication.
5. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

# LEVEL 5

## Upper-Intermediate A

CONTENT			
UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Business Models	Present Tenses Review + Simple Future	Formal business language	Business vocabulary / phrases
2. Stories & Myths	Narrative Tenses	Reacting to stories	Vocabulary used in narratives
3. Future Technology	Active vs. Passive voice differences & Modals	Dealing with problems	Describing technology & science
4. Globalization & Economy	Verbs with gerunds and infinitives with meaning changes	Describing likes & dislikes	Economy, globalization & Internationalization
5. New Media	Defining & Non-Defining Relative Clauses.	Debating issues	Art, music & entertainment industry
6. Tourism in the 21st century	Expressions of quantity with count & non-count nouns Determiners	Getting around	Phrases used in reports, investigation & discoveries
	Compound nouns (noun+noun) Collocations (verb+ noun], Make and Do collocations		Tourism & travel
	Questions forms: Embedded & Tag Questions.		

**Word focus:** sense, keep, out of, spend, fall, mind.

**Word building:** forming adjectives, verb + noun collocation, compound nouns, word families, adverb + adjective

### AIMS

At the end of English 5, students will be able to:

1. Use the language fluently, accurately, and effectively on a wide range of general, academic, vocational or leisure topics, clearly marking the relationships between ideas.
2. Read with a large degree of independence and understand detailed instructions.
3. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
4. Use a good range of vocabulary for matters connected to his field and most general topics, varying formulation to avoid frequent repetition.
5. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

# LEVEL 6

## Upper-Intermediate B

CONTENT			
UNITS	LANGUAGE FOCUS	FUNCTIONS	VOCABULARY
1. Fake News	Passive reporting verbs Verb patters with reporting verbs	Reporting what you have heard	Fake News
2. Culture Shock	Be used to & Get used to. Future in the past, Modals of ability in past tenses.	Proposing solutions	Culture Shock
3. Health: Accidents & Diseases	Future Perfect & Future Continuous	Describing skills, talents, & experiences	Accident & Diseases
4. Risks of Social Networks	2nd & 3rd Conditional	Debating vs discussing	Social media & internet slang
5. Music & Leisure	Mixed conditionals	Negotiating	Music & Festivals
6. Film Analysis	Causatives have, get, make & let	Describing game, movie, video, or situation	Film Analysis
	Focus adverbs: only, just, even		Linking Words
			Irregular Plurals
			Describing charts / graphs
<p><b>Word focus:</b> same &amp; different, make &amp; do, better, word, self, learn</p> <p><b>Word building:</b> irregular plurals, noun suffixes, forming adjectives from verbs, verb (+preposition) +noun collocations, homonyms, the + adjective</p>			

### AIMS

At the end of English 6, students will be able to:

1. Use the language fluently, accurately, effectively, and efficiently on a wide range of general, academic, vocational or leisure topics, clearly marking the relationships between ideas.
2. Read with a large degree of independence and understand detailed instructions reliably.
3. Scan & skim quickly through long and complex texts, locating relevant details.
4. Show a high degree of grammatical control.
5. Express themselves confidently, clearly, and politely in a formal or informal register, appropriate to the situation, both verbally and in writing.





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