



Centro de
Lenguas

ANÁHUAC

LEVEL A

Propedeutic A

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
A personal description	Meeting people	Personal information
Connectors	Shopping	Everyday verbs
A biography	Giving directions	Colors & numbers
Advertisements	Talking about abilities	Furniture, useful objects
Describing objects & places	Ordering at a restaurant	Countries & nationalities
Instructions	Asking what people did	Adjectives
Short emails	Hobbies & interests	Telling the time
Recipes		Describing cities
Thank you messages		Places of work
Advice about healthy eating		Opinion adjectives
		Places in a city
		Everyday activities
		Food & menus
		Sports
		Family
		Prices & currencies

WRITING TIPS

Basic punctuation rules

Small & capital letters

AIMS

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

Use some simple structures correctly, but still making basic mistakes.

Use sufficient vocabulary and structures for coping with simple survival needs.

Produce simple texts on a limited range of subjects.

Give a simple description of people, living conditions, daily routines, likes & dislikes, etc.

LEVEL B Propedeutic B

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Describing your town	Making requests	Journey adjectives
Travel blog post	Describing places	Time & money
Text types	Description of people	Festivals
Making predictions	Talking about pictures & photos	Clothes, face & body
Giving opinions	Inviting people over	Places for entertainment
Advice about good habits & routines	Checking & clarifying	Movies & TV
A tourist destination	Making suggestions	School subjects
Closed & open questions	Giving a presentation	Email addresses & websites
	Making arrangements	Types of vacation & tourism
WRITING TIPS	Giving advice	Animals & nature
Common mistakes		Habits & routines
Word order		Parts of the Earth
Word choice		Measurements
		Climate change
		Land & water

AIMS

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

Understand sentences and frequently used expressions related to areas of most immediate relevance.

Use sufficient vocabulary for the expression of basic communicative needs.

Communicate in simple and routine tasks requiring straightforward and direct exchange of information on familiar matters.

Produce texts on a limited range of subjects to address immediate needs in a simplified manner.

LEVEL 1

Pre-Intermediate A

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Forms	Illnesses	Everyday routines
Ads	Hobbies & interests	Medical problems
Notes	Traveling	Ways of traveling
Quizzes	Telling a story	Transportation
Short stories & descriptions	Calling about an order	Personal qualities
E-mails	Inviting, accepting, & declining	Recycling, Reducing & Re-using
		Results & figures
		Life events & celebrations
		Sports

WRITING TIPS
Sentence structure
Question structure

AIMS

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

Use reasonably accurately a repertoire of frequently used routines and patterns.

Read straightforward factual texts on subjects related to their field and interest.

Identify unfamiliar words from the context on topics related to their field and interests.

Perform and respond to a range of language functions, using their most common exponents in a neutral register.

LEVEL 2

Pre-Intermediate B

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Résumé vs CV	Job interviews	Job descriptions
Connectors	How things work	Buildings
E-mails requesting information	Requesting things	Communication
Reviews	Discussing opinions	Internet terminology
Biographies	Giving a short presentation	Instructions
Punctuation	Finding solutions	Vacation collocations
Articles	Making suggestions	Extreme weather & nature
Paragraphs		Ancient history

WRITING TIPS

Common phrases

Punctuation rules

AIMS

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

Use reasonably accurately a repertoire of frequently used routines and patterns associated with situations that are more predictable.

Perform and respond to a range of language functions, using their most common exponents in a neutral register.

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.

Communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.

LEVEL 3 Intermediate A

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Business profiles	Opening & closing conversations	Feelings & emotions
Connecting ideas	Events	Musical styles
Reviews	Telling stories	Performances
Blogging	Requests	Work & pay
Cover letters	Describing dishes	Work conditions
Formal vs informal communication	Reacting to surprising news	Job requirements
Talking about consequences		Restaurants
Telling news		Healthy lifestyles

WRITING TIPS

Tenses Overview

Connectors

AIMS

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

Communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.

Use reasonably accurately a repertoire of frequently used routines and patterns associated with predictable situations.

Use sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life.

Perform and respond to a range of language functions, using their most common exponents in a neutral register.

LEVEL 4 Intermediate B

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Describing a place	Preferences	The city
Linking & organizing ideas	Solving problems	Vacation
Texting	Buying things	Travel problems
Formal vs informal	Illnesses & injuries	Shopping
Customer reviews	Telephone calls	Medicine
Pronouns	Apologizing	Injuries
Personal emails		Communications
A website article		Technology
Opinion essays		
Revising		

WRITING TIPS

Proofreading

Comma Rules

AIMS

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

Show some degree of grammatical control.

Vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution, both verbally and in writing.

Read a text with independence and get its main ideas, but still lacking knowledge about advanced terminology and structures.

Interact with native speakers with a degree of fluency and spontaneity, without imposing strain on either party.

LEVEL 5

Upper-Intermediate A

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
An informal email	Formal business language	Business vocabulary / phrases
Future business models	Reacting to stories	Vocabulary used in narratives
A story	Dealing with problems	Descriptive words
Traditional or digital storytelling	Describing likes & dislikes	Describing technology & science
Opinions on discussion forums	Debating issues	Phrases used in reports, investigation & discoveries
An opinion essay	Getting around	
Linking words		Economy, globalization & Internationalization
Formal email of complaint		Art, music & entertainment industry
Formal language		Tourism & travel

WRITING TIPS
Proofreading
Comma Rules

AIMS

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

Use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.

Read with a large degree of independence and understand detailed instructions.

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.

Use a good range of vocabulary for matters connected to his field and most general topics, varying formulation to avoid frequent repetition.

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

WRITTEN PRODUCTION	FUNCTIONS	VOCABULARY
Opinion essay	Describing game, movie, video or situation	Technology
Letter	Proposing solutions	Food & eating habits
Résumé	Discussing preferences	Strong feelings
Short Report	Reporting what you have heard	The senses
Short Story	Describing skills, talents, & experiences	Positive adjectives
Description	Getting clarification	Careers
Laboratory Reports	Negotiating	Education, money & services
Clinical or fieldwork Notes	Debating vs discussing	Technical vocabulary (per major)
Play		Inventors, inventions
		Personal qualities

WRITING TIPS

How to write without Plagiarism?

How to cite in APA format?

How to find your unique writing style?

Formal vs Informal written communication

AIMS

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

Use the language fluently, accurately, effectively and efficiently on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.

Read with a large degree of independence and understand detailed instructions reliably.

Scan & skim quickly through long and complex texts, locating relevant details.

Show a high degree of grammatical control.

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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