



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 |
| <b>WRITING TIPS</b>                 | 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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