

Programa por niveles

Beginner	BÁSICO
A1	A1
<p>Description:</p> <ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Express daily routine and plans. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. 	<p>Descripción:</p> <ul style="list-style-type: none"> • Entender y utilizar expresiones y frases básicas y cotidianas para necesidades concretas (preguntar por dirección- comprar...etc). • Presentarse y presentar a otras personas. Hacer preguntas sobre detalles personales (dónde vive, la gente que conoce, las cosas que tiene). Hablar de la rutina diaria. Expresar planes. • Relacionarse en una manera muy sencilla. Esto sucede en un contexto consciente del nivel básico del alumno, por lo tanto las personas hablan despacio y claro. También están más o menos dispuestos a ayudarlo.
<p>Grammar:</p> <ul style="list-style-type: none"> • Present (simple- continuous- perfect+ negative and questions) . • Past (simple- continuous negative and questions) • Adverbs of frequency. • Prepositions of place I • Comparison and superlative I • Countable/ uncountable • Imperative • Wh. Words • Pronouns (possessive). • Singular and plural • Articles (definite and indefinite) I • I like + gerund 	

Topics:

Introductions and greetings; names; countries and nationalities; jobs; workplaces and school; clock time; shopping and prices; clothing and personal items; colors and materials; music, movies and TV programs; invitations and excuses; dates and times, families, sports, daily routines, free-time activities, vacations, past experiences, cities, health problems, food and restaurants, world geography and facts, invitations and excuses, leisure time activities, life changes, plans and hopes.

Reading:

Simple texts related to concepts.

Listening:

Names and countries, listening to descriptions of jobs and daily schedules, to people shopping, listening for likes and dislikes. Also it refers to family relationships, people talking about free-time activities, sports participation, past events, vacations, locations and events, to cities, incorrect information, health problems and advice, restaurant orders, a TV game show.

Writing:

Short self- presentation, daily routine, emails (basic form).

Speaking:

Being able to introduce oneself, exchanging personal information, common expressions, describing work, asking for and giving opinions, buying and selling things, talking about likes and dislikes, being able to talk about families, the present, routines, exercise, frequency, sports, abilities, past events, past experiences, vacations, locations, quantities and people's appearance, being able to talk about cities, ask for and give suggestions/advice, health problems, make requests, talk about likes and dislikes, agree and disagree, order a meal, describe countries, plans, make/accept/refuse invitations.

Intermediate	INTERMEDIO
B1	B1
<p>Description:</p> <ul style="list-style-type: none"> • Can understand the main points related to familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. 	<p>Descripción:</p> <ul style="list-style-type: none"> • Entender los temas habituales relacionados con el trabajo, las actividades del tiempo libre...etc. • Manejar situaciones como viajar a lugares inglés parlantes. • Presentar textos relacionados con los temas. • Hablar sobre experiencias, dar explicaciones y opinar.
<p>Grammar:</p> <ul style="list-style-type: none"> • Modals • Conditionals (1st and 2nd). • Make/ do • Passive voice (is done/was done) • Gerund/ infinitive • Reported speech • Relative pronouns • Past simple/ past perfect. • Present simple/ present perfect. • Conjunctions (however, moreover...etc) • Myself/ yourself. • Adjectives ending in (-ing) and (-ed). • Phrasal verbs I • Word derivation (ex. verbs into nouns) 	
<p>Topics: Differences in culture and how does this affect communication, expressing regrets and criticism, expressing preferences. feelings, organizing time, tourism work situations, global changes, real estate and relationships; technology, weather changes, health issues, happiness, work environment, marriage and personal issues.</p> <p>Reading: Texts related to the other skills.</p> <p>Listening: Listening to, radio and TV programs, real-life stories, radio interviews and everyday interpersonal conversations; also listening to; a lecture on computer viruses, a news report on shark attacks, an interview with a an expert in body language, a conversation between doctors, a radio interview with a famous writer.</p>	

Writing:

Essays (opinion), article reviews, paraphrasing, summarizing.

Speaking:

Connecting phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions, as well as narrate stories or relate the plot of a book, film and describe reactions, pronunciation practice, expressing and defending opinions, telling a story using transition words, interviewing a classmate, presenting research, taking part in a group discussion, presenting a speech, conducting a debate, perform a role play, giving a class presentation.

Advanced	AVANZADO
C1	C1
<p>Description:</p> <ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. 	<p>Descripción:</p> <ul style="list-style-type: none"> • Entender textos más largos y captar los significados implícitos. • Expresar ideas de una manera fluida. • Usar el idioma con fluidez. • Redactar textos variados de manera más detallada.
<p>Grammar:</p> <ul style="list-style-type: none"> • Avoiding repetition • Idiomatic expressions • Compound nouns and adjectives. • Transitive verbs • Time clauses and time adverbials. • Expressing purpose, reason and result. • Tenses in time clauses and time adverbials. • Time adverbials “while, when, during...etc” • Ways of contrasting ideas • Expressing ability, possibility and obligation. 	
<p>Topics: Idiomatic language, remarkable people and events, well-being, society and civilization, all about the job, public opinions and ethics, law and enforcement, facing fears, money and spending, the key to success.</p> <p>Reading: Texts related to the other skills, articles, book reviews...etc</p> <p>Listening: Listening to a variety of authentic radio interviews and commentaries, book discussions, excerpts from books and magazines, interviews about tourism, conversations and discussions about TV programs and interviews with editors and tour guides, friends talking about behavior, people talking about advertising campaigns, a short story extract, an extract from a play, radio programs, and a lecture about economics.</p>	

Writing:

Paragraph writing, book reviews, formal letters (e.g. to newspaper organizing information, commercials/ads, brief reports, giving opinions, short e-mails, letters of applications and descriptive paragraphs.

Speaking:

Discussing topics such as what makes a good friend, persuading people to hear your ideas, describing strange events, extending and role playing dialogues, creating a front-page news story, recommending places to visit, and giving both sides of an argument, pronunciation practice and simulating a community meeting, planning and presenting a five-minute speech, conduct a class debate, develop and perform a public service announcement, role-play a school board meeting.