


TABLE OF MAIN CONTENTS AND OBJECTIVES

A1





At the end of this stage students will be able to use enough basic knowledge of English to understand written and oral texts to survive in social, travel and everyday situations. They will be able to interact in a simple way, provided the other person adjusts his/her language and is prepared to help, using written and oral means to satisfy needs of a concrete type such as: responding to and expressing greetings, introductions, farewells, thanks, instructing and directing people as well as handling simple costs, quantities, time and dates. They will also be able to ask for and give general information of him/herself and others about their profiles, possessions, likes and dislikes, abilities, activities, plans, and experiences.

INTERCHANGE INTRO UNITS 1- 4	INTERCHANGE INTRO UNITS 5 - 8	INTERCHANGE INTRO UNITS 9-12
LEVEL 1	LEVEL 2	LEVEL 3
<p>PERSONAL INFORMATION FOR FIRST MEETINGS: NAME, ORIGIN, AGE (verb to be)</p> <p>POSSESSION (possessive adjectives, possessive 's)</p> <p>ACTIVITIES AT THE MOMENT OF SPEAKING (Present continuous)</p> <p>NUMBERS FOR PHONE NUMBERS, DIRECTIONS AND AGE.</p> <p>SPELLING (alphabet)</p> <p>QUESTIONS FOR NAME, ORIGIN, LOCATION, IDENTIFICATION OF OBJECTS.</p> <p>INSTRUCTIONS (imperative)</p> <p>ABILITY (modal verb: can)</p>	<p>GENERAL INFORMATION (present simple)</p> <p>HABITS AND ROUTINES (present simple)</p> <p>EXISTENCE (there is/ there are)</p> <p>DESCRIPTION OF PLACES AND POSSIBLE ACTIVITIES (directions and modal verb can for possibilities)</p> <p>FREQUENCY (adverbs and time expressions)</p> <p>QUANTITY (some, any and countable vs uncountable- basic notions)</p>	<p>ADVICE (Zero conditional: if +imperative)</p> <p>FINISHED ACTIONS WITH TIME EXPRESSIONS LIKE A YEAR AGO, LAST SUNDAY, LAST WEEK (past simple)</p> <p>ACTIVITIES DONE AT VACATIONS, PARTIES... (past simple)</p> <p>PAST EVENTS AND SHORT NARRATIONS (past simple)</p> <p>FUTURE PLANS (be going to)</p> <p> Columbus and the New World</p>

U N D E R S T A N D I N G	LISTENING	Students will be able to listen and identify or select familiar words and very basic phrases concerning themselves, their family or friends and simple factual information of their immediate concrete surroundings when people speak slowly and clearly.
	READING	Students will be able understand very simple texts identifying names, dates, familiar words, factual details and basic sentences on short written signs, posters, biographies, brochures, directions, instructions and very short, simple messages and documents on everyday matters.
S P E A K I N G	SPOKEN INTERACTION	Students will be able to interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them negotiating meaning and reformulating what they are trying to say. They will be able to ask and answer simple questions, advice and instructions in areas of immediate need or on very familiar topics.
	SPOKEN PRODUCTION	Students will be able to use simple phrases and sentences to describe themselves, where they live and people they know. They will be able to use familiar everyday expressions and very basic sentences aimed at the satisfaction of concrete needs such as: introductions, current states, intentions and simple, short narrations.
W R I T I N G	WRITING	Students will be able to fill in forms and profiles with personal details. They will be able to convey basic, concrete information related to themselves and areas of immediate relevance in the form of very simple and short messages, postcards, emails or description of familiar places and relevant current or past activities.

A2

At the end of this stage students with a basic command of English will be able to understand written and oral texts for social, travel and everyday purposes by simple and direct exchange of information about themselves and different aspects of their lives as long as they take part in simple conversations or very simple discussions. They will use written and oral means to give directions, express numbers, costs and quantities. They will also be able to ask and give information about places and things, people including themselves, likes and dislikes, events and activities, abilities, life experiences, their daily routines and habits. Students will be able to interact to make and accept offers, apologize and request, make future plans, instruct and direct people, and report a conversation in a simple way.





AMERICAN HEADWAY 2 UNITS 1 - 4	AMERICAN HEADWAY 2 UNITS 5 , 6, 8 and Sb. P. 51, 53. Wb. P. 78	AMERICAN HEADWAY 2 UNITS 7, 9, 10	AMERICAN HEADWAY 2 UNITS 11, 12 and extra material
LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<ul style="list-style-type: none"> •FACTS (present simple) •CURRENT ACTIVITIES (present continuous) •USUAL, REPEATED AND PERMANENT THINGS VS TEMPORARY SITUATIONS (present simple vs present continuous) •ACTIVITIES IN PROGRESS IN THE PAST (past continuous) •NARRATIONS (past simple vs past continuous) : <ul style="list-style-type: none"> a) UNFINISHED ACTION THAT WAS INTERRUPTED BY ANOTHER EVENT OR ACTION. b) DESCRIBING ACTIONS VS SCENES RESULTS VS c) INTERRUPTED ACTIVITIES •EXISTENCE AND QUANTITY (quantifiers) •DEFINE vs UNDEFINED NOUNS (a vs the, pronouns and determiners) <p> The lost city of Machu Picchu</p>	<ul style="list-style-type: none"> •HOPES AND AMBITIONS (verb patterns: would like, want, hope...) •SPONTANEOUS DECISIONS (will) •OFFERS (will) •PROMISES (will) •PREMEDITATED VS SPONTANEOUS DECISIONS (be going to vs will) •COMPARISONS AND CONTRASTS (comparatives- er, as..as- and superlatives) •OBLIGATIONS (must) •NECESSITY (have to/ don't have to) •ADVICE (should, must imperatives) •PROBLEMS AND POSSIBLE SOLUTIONS (1st conditional) • LIFE EXPERIENCES (present perfect) <p> Making a Thai Boxing Champion.</p>	<ul style="list-style-type: none"> •ACTIONS THAT BEGAN IN THE PAST AND CONTINUE UP TO NOW (present perfect) •FINISHED vs UNFINISHED ACTIVITIES (past simple vs present perfect) •EMPHASIS ON THINGS AND PROCESS (passive voice in present & past) •PREDICTIONS AND PROBABLE” SITUATIONS (will, might, may) •CAUSES AND POSSIBLE CONSEQUENCES (1st conditional) •PAST HABITS AND STATES (used to) •VERB PATTERNS <p> Dinosaur search</p>	<ul style="list-style-type: none"> •DREAMS (second conditional) •ADVICE AND CRITICISM (second conditional) •UNREAL SITUATIONS (second conditional) •ACTIVITIES AND THEIR EMPHASIS ON THE RESULT AND QUANTITY. (present perfect: how much/many) •ACTIVITIES AND THEIR EMPHASIS ON THE DURATION. (present perfect continuous: how long) •ACTIONS THAT STARTED IN THE PAST AND HAVE FINISHED VS ARE STILL IN PROGRESS (present perfect vs present perfect continuous) •ACTIVITIES THAT HAPPENED BEFORE A PAST EVENT (past perfect) •SEQUENCE IN PAST EVENTS (past perfect vs simple past) •DIRECT SPEECH (say vs tell) •REPORTED SPEECH (tense usage) <p> A Special Kind of Neighborhood</p>

A2

U N D E R S T A N D I N G S P E A K I N G W R I T I N G	LISTENING	Students will be able to understand simple texts related to areas of most immediate personal relevance, such as very basic personal and family information, shopping, local area and employment, in short conversations, messages, announcements and information services.
	READING	Students will be able to read short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and short simple personal letters. They will be able to extract relevant information as well as following the order or understand the sequence of the information and simple narrations.
	SPOKEN INTERACTION	Students will be able to solve simple and routine tasks requiring a direct exchange of information on familiar topics and activities although they usually don't understand enough to keep the conversation going by themselves. They will use questions to talk about other people and relate it to their own experience.
	SPOKEN PRODUCTION	Students will be able to use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, and other regular activities, their likes and dislikes, sports, educational background and their present or most recent job.
	WRITING	Students will be able to write short, simple notes and messages, e-mails, post cards, fill in forms and short letters related to matters in areas of their own background, locality and areas of immediate relevance in response to simple visual or written instructions as well as making a description of a scene or narrative account.

B1





At the end of this stage students will be able to understand the main points of written and oral texts in clear standard input or on topics which are familiar or of personal interest. They will be able to interact in a straightforward way, where the language is spoken, to interchange information, ideas, feelings, opinions and common functions about everyday situations such as: suggestions, permissions, invitations, orders, polite requests and complaints in spoken and written language. They will also be able to describe events, occurrences and activities in one's life; follow, narrate and report a story, ask for clarification and briefly give reasons and explanations for opinions, hypothesis, comparisons, plans and arrangements for the future.

AMERICAN HEADWAY 3 UNITS 1 - 3	AMERICAN HEADWAY 3 UNITS 4 - 6	AMERICAN HEADWAY 3 UNITS 7 - 9	AMERICAN HEADWAY 3 UNITS 10 - 12
LEVEL 8	LEVEL 9 (NE)	LEVEL 10	LEVEL 11
<ul style="list-style-type: none"> •TENSE SYSTEM (present simple, continuous and perfect, past simple continuous and perfect) •EMPHASIS ON THE DOER OR THE OBJECT (active vs passive voice in present, past and future) •EMPHASIS ON THE RECEIVER (present and past passive voice when the object is animated) •IMPERSONAL TALKING (present and past: it is said/believed/supposed...) •PEOPLE'S BACKGROUND (simple past vs past perfect): <ol style="list-style-type: none"> PAST ACTIONS WITH A DEFINITE AND INDEFINITE PAST TIME REFERENCE. PAST FINISHED ACTIONS VS ACTIONS THAT CONTINUE UP TO THE PRESENT • SEQUENCE IN PAST EVENTS (narrative tenses: simple past, continuous and perfect) 	<ul style="list-style-type: none"> PERMISSIONS AND RESTRICTIONS (can, be allowed to) RIGHTS AND OBLIGATIONS (have to, must) NECESSITY (have to, don't have to) ADVICE (should, must) ABILITY (can, be able to) FUTURE BASED ON OPINIONS vs BASED ON EVIDENCE (will vs going to) FUTURE ARRANGEMENTS (present continuous) PEOPLE'S DESCRIPTIONS: APPEARANCE, PERSONALITY, LIKES/DILIKES (questions with "like") EMPHASIS ON DESCRIPTIONS (adjectives, adverbs + adjectives) PHRASAL VERS (out, up, on, off, away, back) 	<ul style="list-style-type: none"> •PEOPLE'S BACKGROUND: EXPERIENCES, FINISHED vs UNFINISHED ACTIVITIES, ACTIVITIES WITH A PAST REFERENCE vs UNDEFINED TIME (past simple vs present perfect) •RECENT EVENTS WITH PRESENT IMPORTANCE. •(present perfect active and passive voice) VERBS AS SUBJECTS OR OBJECTS (verb patterns) •SITUATIONS THAT ARE ALWAYS TRUE (Zero conditional) •LIKELY AND UNLIKELY CONSEQUENCES (1st vs 2nd conditional) •IMPOSSIBLE CONDITIONS (3rd conditional) •PAST HYPOTHESIS (modals for probability in past) •INTERACTION IN CONVERSATIONS: OPEN A CONVERSATION, CONFIRM INFORMATION (question tags) 	<ul style="list-style-type: none"> WORDS THAT ACCOMPANY NOUNS (pronouns, possessives, articles) •PRESENT HYPOTHESIS (modals for probability in present)s •ASSUMPTIONS ABOUT SITUATIONS HAPPENING AT THE MOMENT OF SPEAKING (modals for probability + be+ verbing) •PAST HYPOTHESIS (modals for probability in past) •REPORTED SPEECH: AFFIRMATIVE AND NEGATIVE SENTENCES (reported speech tense usage) •REPORT QUESTIONS, COMANDS, REQUEST, PROMISES, REFUSALS (reported speech tense usage and verb patterns (to/ sb to/ conjunctions) <p> Sherlock Holmes</p>
 Water sports	 The memory man	 Sherlock Holmes	

U N D E R S T A N D I N G	LISTENING	<p>Students will be able to listen and follow conversations, short talks, messages, announcements, routine instructions and directions to identify and extract the purpose, the context, general and specific details, feelings and ideas of the speaker/s. They will be able to understand the main points of clear standard speech on radio or TV programs, telephone, traffic and tourist information, publicity on current affairs or topics of personal or professional interest and familiar matters regularly encountered in work, school or leisure when the delivery is relatively slow and clear.</p>
	READING	<p>Students will be able to understand texts that consist mainly of high frequency every day or job related language as well as description of events, feelings and wishes in personal letters. They will be able to read and follow simple written discourse such as signs, directions, notices, instructions, advertisements, brochures, leaflets, personal correspondence and informative texts from newspapers and magazines to get the gist and obtain the main points, identify the context and the purpose, feelings and general opinions put forward by the writer/s.</p>
	SPOKEN PRODUCTION	<p>Students will be able to connect phrases in a simple way in order to talk about themselves and different aspects of their lives as well as everyday matters take part in simple conversation, describing hopes, ambitions and dreams, describe experiences and events, their dreams, hopes and ambitions. They will be able to briefly give reasons and explanations for personal opinions, feelings, and advice, narrate a story or relate the plot of a book or film and justify their reactions. In addition, they will be able to ask for and make suggestions, hypothesis, comparisons and plans/ arrangements for the future.</p>
	SPOKEN INTERACTION	<p>Students will be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. They will be able to take part in discussions, agree, disagree and express opinions, ask for clarification/explanation and check back, ask for confirmation, reply to and make polite requests. In addition, they will be able to enter unprepared into conversation on topics that area familiar, of personal interest or pertinent to everyday life such as: family, hobbies, work, travel, school, eating out, entertainment, shopping, health, village or country where living, holidays and current events.</p>
W R I T I N G	WRITING	<p>They will be able to write simple connected text on topics which are familiar or of personal interest. They will be able to write personal letters, messages, e-mails, postcards and simple formal pieces of writing to describe experiences, impressions and convey information on everyday matters. They will be able to respond to visual or written instructions expressing their ideas, feelings, personal thoughts and advice in the form of informal letters, diaries, simple columns and stories.</p>

B2

At the end of this stage students will be able to use their language not only with personal related things but also with topics related to their social, educational and working life, including technical discussions in his/her field of specialization, with a degree of fluency and spontaneity that makes regular interaction with native speakers. They will be able to understand both concrete and abstract topics to express, evaluate and discuss ideas, express agreement and disagreement, develop arguments, give advice, show purpose, consequence, reason and contrast. Students will also be able to interact, interrupt and check back with others formally and informally on a wide range of subjects and situations.

AMERICAN HEADWAY 4 UNITS 1 - 3	AMERICAN HEADWAY 4 UNITS 4 - 6	AMERICAN HEADWAY 4 UNITS 7 - 9	AMERICAN HEADWAY 4 UNITS 10 - 12
LEVEL 12	LEVEL 13	LEVEL 14	LEVEL 15
<p>Level 12 is meant to recycle, test and integrate the basic and intermediate grammar structures with their varied functions integrated under a common topic to do activities and achieve tasks.</p> <ul style="list-style-type: none"> •FIRST MEETINGS, CASUAL TALKS, INTERVIEWS (yes/ no questions and short answers, wh-questions, question tags) •DEFINITIONS AND DESCRIPTIONS: EMPHASIS ON THE DOER vs EMPHASIS ON THE OBJECT/RECEIVER (active voice vs passive voice: present, past and future tense, compound nouns and adjective order) •PEOPLE'S PROFILE : PERSONAL INFORMATION, ROUTINES, CURRENT ACTIVITIES, BACKGROUND, MEMORIES LIFE EXPERIENCES, RECENT ACTIVITIES. (present simple, continuous, perfect and past simple and perfect) •NARRATION OF PAST EVENTS: MEMORIES, STORIES , REVIEWS (past simple, continuous and perfect) •PLANS FOR TRIPS / DEBATE ABOUT WHAT FUTURE HOLDS (will vs going to vs present continuous) •NEWS (past vs present perfect, active vs passive voice, narrative tenses, impersonal talking: "it is said", reported speech) <p> Invisible man</p>	<ul style="list-style-type: none"> •QUESTIONS (yes/no, wh-, tag questions, subject questions, questions with prepositions) •POLITE ENQUIRIES (embedded questions) •SURPRISE OR CRITICISM (negative questions) •PERSUASION OR SUGGESTION (negative questions) •COMING FUTURE (present continuous) •TIME TABLES (present simple) •AN ONGOING ACTIVITY AT A CERTAIN TIME IN THE FUTURE, EMPHASIS ON ITS DURATION (future continuous) •COMPLETION, EMPHASIS ON THE RESULT OF A FUTURE ACTION (future perfect) •LENGTH OF TIME OF AN ACTIVITY BEFORE ANOTHER FUTURE EVENT. (future perfect continuous) •QUANTITY: SUFFICIENCY, LACKNESS, COMPARISON, AS SUBJECTS (quantifiers and determiners) •DESCRIPTIONS OF UNSPECIFIED THINGS, PEOPLE OR PLACES (pronouns and determiners) <p> Chemical secret</p>	<ul style="list-style-type: none"> •PERMISSIONS AND RESTRICTIONS (can, be allowed to, be permitted to, be sure to, may, could) •OBLIGATIONS AND NECESSITY (Be necessary, be supposed to, be required to, must, have to, need to) •ADVICE (Had better, 2nd conditional, ought to •Should , expressions to paraphrase advice) •ABILITY (can, be able to, manage to) •HYPOTHESIS AND POSSIBILITIES (Be sure to, be likely to, it is possible, must, can, may, might, can't) <p><u>DESCRIPTIONS:</u></p> <ol style="list-style-type: none"> TO DEFINE (defining relative clauses) TO GIVE EXTRA INFORMATION (non-defining relative clauses) IN WRITTEN OR FORMAL CONTEXTS (present and past participles) EMPHASIS ON THE QUALITIES (gradable vs non gradable adjectives, adverbs) <p>SEQUENCE IN NARRATIONS (present participle)</p> <ul style="list-style-type: none"> •PAST HABITS AND LIFESTYLES (used to, would) •FAMILIAR SITUATIONS (be used to) •ANNOYING HABITS (present continuous) •STRANGE SITUATIONS BECOMING FAMILIAR (get used to, be accustomed to) •TYPICAL BEHAVIOUR (will, would) <p> The strange case of dr. Jekyll and Mr. Hyde</p>	<ul style="list-style-type: none"> •PROBABILITIES AND ASSUMPTIONS (modals of probability in past and present) •CONDITIONS, CAUSES- CONSEQUENCES (zero, 1st, 2nd and 3rd conditional) •UNREAL PAST SITUATIONS AND EXCUSES (3rd conditions) •REGRETS AND CRITICISM (should have, could have, 3rd conditional, if I only) •WISHES AND PREFERENCES (2nd conditional, wish, I'd rather) •DEFINITIONS AND PRECISION(articles and determiners) •QUANTITIES (determiners and quatifiers) <p> Do the androids dream of electric sheep or Pride and Prejudice</p>

U N D E R S T A N D I N G	LISTENING	Students will be able to understand extended speech and lectures from concrete and abstract spoken discourse on familiar and unfamiliar topics from their own personal, social, educational or working life and follow even complex lines or argument provided the topic is reasonably familiar. They will understand most TV news and current affairs programs as well as the majority of films in standard dialect. I can understand extended speech and lectures and follow even complex lines or arguments provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	READING	Students will be able to read articles and reports concerned with contemporary problems familiar or unfamiliar in which the writers adopt particular attitudes or viewpoints. They will understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts, they will identify the context, register and the purpose of the writer I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	SPOKEN INTERACTION	Students will be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They will be able to take an active part in discussion in familiar contexts, accounting for and sustaining their views with explanations and developed arguments; express advantages and disadvantages and give advice.
	SPOKEN PRODUCTION	Students will be able to present clear, detailed text on a wide range of subjects about different aspects of their personal, social, educational and working lives. They will be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
W R I T I N G	WRITING	Students will be able to write clear, detailed text on a wide range of subjects related to their interests showing that they can consider and integrate information, produce clear, qualified and illustrated facts and details, and express ideas and points of view, advice and arguments on a wide range of subjects from a variety of personal, social, educational and working contexts. They will be able to present the information in the form of a report , contextualized summaries, public notices, informal letters , questionnaires, narrative accounts and discursive essays passing on information or giving reason in support of or against a particular point of view as well as writing letters highlighting the personal significance of events and experiences.