

Bienvenidos al British Council en Venezuela

Conectamos a la gente a través de oportunidades de aprendizaje e ideas creativas desde el Reino Unido. Si quieres aprender o enseñar inglés, así como presentar un examen, estudiar en el Reino Unido o encontrar información sobre nuestros próximos eventos, este es el lugar para empezar.

Welcome to the British Council in Venezuela

We connect people with learning opportunities and creative ideas from the UK. Whether you want to learn or teach English, take an exam, study in the UK or find out about our forthcoming events, this is the place to start.



W: www.britishcouncil.org.ve

E: Information@britishcouncil.org.ve

T: (0212) 952.9965

f: <https://www.facebook.com/BritishCouncilVenezuela>

t: <https://twitter.com/veBritish>

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NIVEL PRINCIPIANTE

¡Bienvenido al nivel Principiante!

Este curso te lleva a la etapa donde puedes comunicarte en un nivel básico de inglés.

¿Cómo se hace?

Te ayudamos a perfeccionar tu habilidad para comprender, leer, hablar y escribir en inglés con textos auténticos de lectura y comprensión. Tendrás la oportunidad de estar en situaciones de comunicación auténticas usando el lenguaje cotidiano para las actividades que desempeñas en tu vida diaria. Te estimularán también para que aprendas más eficientemente dentro y fuera del aula de clases. Tenemos una biblioteca ampliamente surtida, en la cual podrás complementar tu proceso de aprendizaje.

¿Cómo son las clases?

Tendrás un(a) profesor(a) plenamente calificado(a), profesional de la enseñanza del idioma inglés, y un máximo de 16 estudiantes por clase. Trabajarás en pares y/o en grupos en actividades reales de comunicación. De esta forma, ayudas a otros estudiantes y aprendes de ellos. El profesor apoyará estas actividades para enfocarse en la gramática, vocabulario y pronunciación. Por esta razón tu participación en clase es parte vital para todos en el proceso de aprendizaje. En nuestras clases usamos los sistemas tecnológicos más modernos, por ejemplo; videos, computadoras e Internet.

¿Mandan tarea?

Tu profesor te mandará tarea de forma regular, bien sea para consolidar y practicar más lo aprendido en clase o bien como preparación para la siguiente. Es importante para tu aprendizaje y contribuciones para las clases futuras que hagas las tareas que tu profesor te mande.

¿Qué voy a aprender?

Muchos factores influenciarán lo rápido que podrás aprender un idioma. Sin embargo, como referencia, al término del nivel Principiante puede que estés de acuerdo en que tienes estas habilidades:

Escuchar

- Puedo comprender preguntas e instrucciones cuando se me hacen despacio y con claridad y puedo seguir indicaciones sencillas y cortas.
- Puedo comprender los números básicos y las letras del alfabeto.

Leer

- Puedo comprender los datos principales sobre personas (lugar de residencia, edad, etc.).
- Puedo localizar un concierto o una película en la cartelera o en anuncios y enterarme de dónde tendrá lugar y a qué hora empieza.
- Puedo comprender un cuestionario (formulario de un registro de entrada o del registro de un hotel) lo bastante bien como para dar la información personal más importante (nombre, apellidos, fecha de nacimiento, nacionalidad).
- Puedo comprender mensajes sencillos en tarjetas postales o de felicitación

Hablar

- Puedo presentar a alguien y utilizar expresiones sencillas de saludo y despedida.
- Puedo hacer y contestar preguntas sencillas. Construyo frases sencillas sobre asuntos de necesidad inmediata o muy familiares.
- Puedo hacerme entender de forma sencilla, pero necesito que mi interlocutor esté dispuesto a repetir más despacio, a reconstruir con otras palabras mis expresiones y a ayudarme a decir lo que quiero.
- Puedo hacer preguntas personales (dónde vive una persona, qué gente conoce, qué cosas tiene, etc.) y contestar ese tipo de preguntas si se me hacen despacio y con claridad.
- Puedo dar información personal (dirección, número de teléfono, nacionalidad, edad, familia y aficiones).
- Puedo describir el sitio donde vivo.

Escribir

- Puedo rellenar cuestionarios con mis datos personales (profesión, edad, dirección, aficiones).
- Puedo escribir frases y expresiones sencillas sobre mí mismo por ejemplo, dónde vivo y a qué me dedico.
- Además, has estudiado y practicado las siguientes estructuras del idioma:

Gramática

- *I/my, you/your, he/his, she/her, a/an*
- *Be* singular y plural
- *This/that/ these/those*
- *There is/are*
- *A, some y any*
- El Presente simple
- El Posesivo 's
- Pronombres objetos
- Adverbios de frecuencia
- *Can y can't*
- Preguntas con *Wh-*
- Pasado simple de *be*
- Pasado simple de verbos regulares/irregulares

- Pasado simple en negaciones y preguntas
- *And* y *but*
- *Want to, going to*

- **Vocabulary**

- Ocupaciones
- El alfabeto
- Números del 0-100
- Países y nacionalidades
- Lugares
- Alimentos y bebidas
- Adjetivos comunes
- Sitios en una ciudad
- Preposiciones
- Miembros de la familia
- Objetos personales
- Gustos
- Actividades de esparcimiento
- Rutinas diarias
- Expresiones temporales
- Días de la semana
- Partes del cuerpo
- Cantidades
- Hechos vivenciales
- Verbos irregulares
- Frases en vacaciones
- Cosas que compras
- Colores y tamaños

- **Pronunciación**

- Acentos
- Énfasis en la oración
- Contracciones
- Sustantivos plurales
- /ə/ and /e/
- El Posesivo 's
- Formas del presente simple
- Días de la semana
- *Can* y *can't*
- Cantidades
- *Was/wasn't* y *were/weren't*
- Verbos Regulares e irregulares
- Meses
- Formas débiles de *to*

¿Puedo ayudarme a mí mismo de otra manera?

¡Sí! Se utilizará algún tiempo en clase para aprender técnicas de aprendizaje independiente. En la biblioteca puedes aprovechar tu tiempo al máximo utilizando todos nuestros servicios. Su profesor te enseñará este y otros recursos en las computadoras. Es una excelente idea que aproveches tu tiempo, utilices estos recursos y estudies por tu cuenta o, aún mejor, con tus compañeros de clase. Revisa la lista de recursos anexa a esta carta para ayudarte a encontrar los materiales extras que necesitas.

¿Cuáles libros puedo comprar?

Tus libros para el curso son del nivel **Cutting Edge Starter**. Puedes comprar el **Student's Book** y el **Workbook** pero todos los otros materiales usados en clase son gratuitos.

Asistencia, inasistencia y tardanza

El curso de inglés del British Council es continuo. Por esto es muy importante que asistas a clases regularmente y que seas **puntual**, para que puedas mantener tu ritmo de aprendizaje y el de los demás alumnos. Si faltas a 25% de las clases, es posible que tengas que repetir el nivel.

¿Cómo progreso al siguiente nivel?

El British Council Caracas ofrece cursos generales de inglés para adultos, desde niveles básicos (principiantes) hasta niveles Avanzados (Nivel 12). Cada nivel se encuentra dividido en módulos A y B, de 8 semanas (36 horas) cada uno. Con una culminación satisfactoria del módulo/nivel, progresarás al siguiente módulo/nivel.

¿Cómo será evaluado?

Serán evaluados en las cuatro habilidades (leer, escribir, escuchar y hablar) a todo lo largo del curso. Tu profesor o profesora usará los resultados de las pruebas para tener evidencia de si estás en capacidad de progresar al siguiente nivel y te lo hará saber otorgando una nota general al final del curso:

- A: Muy bueno en el nivel
- B: Bueno en el nivel
- C: Aprobado
- RT: Retomar

Se espera que obtengas al menos una nota de C en todas las pruebas para poder pasar el nivel. Sin embargo, si no pasas una prueba, tu profesor o profesora podrá, a su discreción, pasarte al próximo nivel si considera que podrás desenvolverte bien en él.

Si el profesor o profesora piensa que puedes no pasar el nivel, te lo informará hacia mediados del curso y te dará consejos constructivos para ayudarte a mejorar.

Esperamos que saques el máximo provecho del curso.

Expresando tus inquietudes: nuestra política al respecto

Nuestro objetivo es proporcionar la mayor calidad posible en la experiencia de aprender, en términos de personal y recursos, a todos nuestros clientes. Sin embargo, en ocasiones habrá inquietudes que desearás presentarnos. El propósito de este documento es asegurar la transparencia de nuestros procedimientos en estos casos y enfatizar la importancia que tiene para nosotros tu opinión.

1. Tu **primer** punto de contacto para asuntos pedagógicos debería ser siempre su profesor, cuyo trabajo también incluye asegurar que cualquier feedback reciba atención. Sin embargo, si después de este paso, aún no estás satisfecho, por favor presenta tus comentarios al Senior Teacher o al Teaching Centre Manager, de manera individual. Es importante escuchar el punto de vista de clientes individuales. Igualmente, es probable que se te pida hacerlo por escrito.
2. Después, llevaremos a cabo un proceso de **consulta** tomando en cuenta las opiniones del profesor, estudiantes y otras personas relacionadas. Si la situación lo amerita, observaremos una clase. No obstante, toma en consideración que esto puede o no incluir el grupo al que pertenece el estudiante en particular.
3. Posteriormente, habrá un proceso de **evaluación** durante el que estudiaremos la evidencia y llegaremos a una conclusión que te la comunicaremos. Seguidamente, se tomarán las **medidas** pertinentes. Por favor, acepta nuestro compromiso de que el proceso se realizará de manera rápida y profesional.

Nuestra Política de Comportamiento

Esperamos que nuestros estudiantes se respeten entre si, al igual que las instalaciones del British Council. Tu profesor explicara la política de comportamiento de adultos en tu primer día de clases. Esta política también podrás encontrarla en las carteleras de cada salón de clases.

Finalmente

Esperamos que disfrutes tu curso y que aproveches al máximo el nivel **Principiante**.

Recursos para los Niveles Principiantes/Elementales

Diccionarios

- Collin's Student's Dictionary Collins
- Diccionario Pocket Ingles –Español Longman
- Oxford Elementary Learner's Dictionary Crawley / Ashby
- The Penguin English Student's Dictionary Hill / Alexander

Escuchar

- Introductory Steps to Understanding L.A Hill
- Listening 1 Doff/ Beckett
- Elementary task listening St Clair Stokes, Jacqueline

Vocabulario

- Start Building your Vocabulary. Elementary Flower, John
- Target Vocabulary 1 Watcyn Jones, Peter
- Target Vocabulary 2 Watcyn Jones
- Vocabulary 1 Watcyn Jones
- Vocabulary Activities Elementary Finnie/Bourdais
- Vocabulary in practice 1 Pye, Glennis

Leer

- Reading 1 Greenall/Pye
- Reading Extra Driscoll, Liz
- Reading Elementary Scott, Rosemary
- Penguin Elementary Reading Skills Bartram/Parry

Pronunciar y Hablar

- Elementary Stories for Reproduction Alexander/Hill
- Better English Pronunciation (Sound recording 1) O'Connor J.D
- English aloud 1 Haycraft, Brita
- Headway Elementary Pronunciation Cunningham, Sarah
- Introductory Steps to Understanding Hill/Alexander

Gramática

- A Basic English Grammar with exercises Eastwood/Mackin
- Basic English Usage/edición Española Swan, Michael
- Basic English Usage: exercises Seidl/Swan
- Basic Punctuation Shiach, Don
- Penguin Basic Grammar Exercises with answers O'Driscoll, James

CDROMS

- Tensebuster Elementary
- Mindgame Elementary
- Talk Now! Beginners

Sitios Web

- <http://www.britishcouncil.org/learnenglish>
- <http://www.bbc.co.uk/worldservice/learningenglish>
- <http://www.pearsonlongman.com/cuttingedge/students/index.html>

NIVEL UNO

¡Bienvenido al nivel Uno!

Este curso te lleva a la etapa donde puedes comunicarte con mayor facilidad en un nivel básico de inglés.

¿Cómo se hace?

Te ayudamos a perfeccionar tu habilidad para comprender, leer, hablar y escribir en inglés con textos auténticos de lectura y comprensión. Tendrás la oportunidad de estar en situaciones de comunicación auténticas usando el lenguaje cotidiano para las actividades que desempeñas en tu vida diaria. Te estimularán también para que aprendas más eficientemente dentro y fuera del aula de clases. Tenemos una biblioteca ampliamente surtida, en la cual podrás complementar tu proceso de aprendizaje.

¿Cómo son las clases?

Tendrás un(a) profesor(a) plenamente calificado(a), profesional de la enseñanza del idioma inglés, y un máximo de 16 estudiantes por clase. Trabajarás en pares y/o en grupos en actividades reales de comunicación. De esta forma, ayudas a otros estudiantes y aprendes de ellos. El profesor apoyará estas actividades para enfocarse en la gramática, vocabulario y pronunciación. Por esta razón tu participación en clase es parte vital para todos en el proceso de aprendizaje. En nuestras clases usamos los sistemas tecnológicos más modernos, por ejemplo; videos, computadoras e Internet.

¿Mandan tarea?

Tu profesor te mandará tarea de forma regular, bien sea para consolidar y practicar más lo aprendido en clase o bien como preparación para la siguiente. Las asignaciones escritas pueden también ser tareas. Es importante para tu aprendizaje y contribuciones para las clases futuras que hagas las tareas que tu profesor te mande.

¿Qué voy a aprender?

Muchos factores influenciarán lo rápido que podrás aprender un idioma. Sin embargo, como referencia, al concluir el nivel uno puede que estés de acuerdo en que tienes estas habilidades:

Escuchar

- Puedo comprender si me hablan despacio, de forma clara y con pausas suficientemente largas para que pueda captar el sentido. Puedo entender frases y oraciones relacionadas con mis áreas prioritarias (por ejemplo: información personal y de familia muy básica, compras, geografía local, empleo) siempre que sean dichas clara y lentamente.
- Puedo entender por lo general el tema que se esté tratando a mi alrededor cuando se esté hablando lenta y claramente.

- Puedo entender y extraer la información esencial en pasajes grabados que traten sobre temas cotidianos predecibles cuando se haga lenta y claramente.
- Puedo pescar el punto principal al oír mensajes cortos, claros y sencillos. Puedo entender direcciones sencillas para dirigirme de X a Y a pie o en transporte público.

Leer

- Puedo tener una idea del contenido de material informativo más sencillo y de descripciones cortas y sencillas, especialmente si hay apoyo gráfico. Puedo entender textos cortos sencillos con el vocabulario de más alta frecuencia que incluya una porción de vocablos conocidos internacionalmente.
- Puedo identificar información específica en materiales escritos más sencillos tales como cartas, folletos y artículos cortos de periódico que describan hechos. Puedo ubicar información específica que sea predecible en materiales sencillo cotidianos como anuncios, prospectos, menús, lista de referencias y horarios.

Hablar

- Puedo describirme, qué hago, dónde vivo. Puedo describir mi familia, cómo vivo, mi educación, mi trabajo actual o más reciente.
- Puedo presentarme y usar expresiones básicas de saludo y despedida. Puedo decir lo que me gusta o no me gusta. Puedo participar en conversaciones cortas en contextos de rutina sobre tópicos de interés.
- Puedo hacer y contestar preguntas sobre mí mismo y otras personas, dónde vivimos, la gente que conocemos, las cosas que tenemos. Puedo dar o solicitar información personal. Puedo preguntar o contestar preguntas sobre el trabajo o mi tiempo libre. Me puedo comunicar durante tareas sencillas rutinarias que requieran un intercambio sencillo y directo de información.
- Puedo contestar preguntas sobre detalles personales en una entrevista si se hacen muy lenta y claramente usando lenguaje directo no idiomático.
- Puedo conversar de manera sencilla sobre temas prácticos cotidianos si se me habla directa, clara y lentamente.
- Puedo ordenar una comida. Puedo solicitar y obtener información sencilla sobre viajes, usar transporte público: buses, trenes y taxis; dar y recibir direcciones y comprar boletos.
- Puedo establecer contacto social básico usando las más sencillas formas corteses de saludo y despedida, presentaciones, decir por favor, gracias, disculpe, etc. Puedo desenvolverse en intercambios sociales cortos usando las formas usuales de saludo y trato.
- Puedo dar una presentación corta y básica, previamente practicada sobre un tema conocido.
- Puedo contar una historia o describir algo usando una lista sencilla de puntos.

Escribir

- Puedo escribir una serie de frases y oraciones sencillas enlazándolas con conjunciones tales como 'and', 'but' y 'because'.
- Puedo pedir o dar por escrito detalles personales.
- Puedo escribir sobre mí mismo o sobre personas imaginarias, dónde viven y qué hacen.
- Puedo escribir acerca de mi familia, cómo vivo, educación, mi trabajo actual o más reciente.
- Puedo escribir acerca de personas en biografías imaginarias y poemas sencillos.

Además, has estudiado y practicado las siguientes estructuras del idioma:

Gramática

- be: nombres, países, información personal y preguntas
- Artículos: a y an, the and zero
- this, that, these, those
- have got
- Posesivos
- Presente simple: afirmación, negación y pregunta
- Adverbios de frecuencia
- can and can't
- There is y there are
- some y any
- How much y How many
- Pasado simple: was/were, verbos regulares/irregulares

Vocabulario

- Nombres y Países
- Nacionalidades
- Ocupaciones
- Objetos cotidianos
- Vocabulario de familia
- Verbos comunes
- Rutinas diarias
- Actividades
- Transporte
- En el aeropuerto
- Alimentos (sustantivos contables e incontables)
- Años, décadas, siglos

Pronunciación

- Formas cortas
- Énfasis en la oración en preguntas y respuestas
- cortas
- Acento en una palabra
- Énfasis y entonación al preguntar
- this, that, these, those
- Transmitir cortesía
- Énfasis en la oración
- Formas verbales de la tercera persona
- can y can't
- Enlazar
- Palabras internacionales
- Pasado del verbo be
- Formas del pasado simple de verbos regulares
- Énfasis en la oración al hacer preguntas

¿Puedo ayudarme a mí mismo de otra manera?

¡Sí! Se utilizará algún tiempo en clase para aprender técnicas de aprendizaje independiente. En la biblioteca puedes aprovechar tu tiempo al máximo utilizando todos nuestros servicios. Su profesor te enseñará este y otros recursos en las computadoras. Es una excelente idea que aproveches tu tiempo, utilices estos recursos y estudies por tu cuenta o, aún mejor, con tus compañeros de clase. Revisa la lista de recursos anexa a esta carta para ayudarte a encontrar los materiales extras que necesitas.

¿Cuáles libros necesito comprar?

Tus libros para el curso son del nivel **New Cutting Edge Elementary**. Necesitas comprar el **Student's Book** y el **Workbook** pero todos los otros materiales usados en clase son gratuitos.

Asistencia, inasistencia y tardanza

El curso de inglés del British Council es continuo. Por esto es muy importante que asistas a clases regularmente y que seas puntual, para que puedas mantener tu ritmo de aprendizaje y el de los demás alumnos. Si faltas a 25% de las clases, es posible que tengas que repetir el nivel.

¿Cómo progreso al siguiente nivel?

El British Council Caracas ofrece cursos generales de inglés para adultos, desde niveles básicos (principiantes) hasta niveles Avanzados (Nivel 12). Cada nivel se encuentra dividido en módulos A y B, de 8 semanas (36 horas) cada uno. Con una culminación satisfactoria del módulo/nivel, progresarás al siguiente módulo/nivel.

¿Cómo seré evaluado?

Serán evaluados en las cuatro habilidades (leer, escribir, escuchar y hablar) a todo lo largo del curso. Tu profesor o profesora usará los resultados de las pruebas para tener evidencia de si estás en capacidad de progresar al siguiente nivel y te lo hará saber otorgando una nota general al final del curso:

- A: Muy bueno en el nivel
- B: Bueno en el nivel
- C: Aprobado
- RT: Retomar

Se espera que obtengas al menos una nota de C en todas las pruebas para poder pasar el nivel. Sin embargo, si no pasas una prueba, tu profesor o profesora podrá, a su discreción, pasarte al próximo nivel si considera que podrás desenvolverte bien en él.

Si el profesor o profesora piensa que puedas no pasar el nivel, te lo informará hacia mediados del curso y te dará consejos constructivos para ayudarte a mejorar.

Esperamos que saques el máximo provecho del curso.

Expresando tus inquietudes: nuestra política al respecto

Nuestro objetivo es proporcionar la mayor calidad posible en la experiencia de aprender, en términos de personal y recursos, a todos nuestros clientes. Sin embargo, en ocasiones habrá inquietudes que desearás presentarnos. El propósito de este documento es asegurar la transparencia de nuestros procedimientos en estos casos y enfatizar la importancia que tiene para nosotros tu opinión.

1. Tu **primer** punto de contacto para asuntos pedagógicos debería ser siempre su profesor, cuyo trabajo también incluye asegurar que cualquier feedback reciba atención. Sin embargo, si después de este paso, aún no estás satisfecho, por favor presenta tus comentarios al Customer Service Manager, de manera individual. Es importante escuchar el punto de vista de clientes individuales. Igualmente, es probable que se te pida hacerlo por escrito.
2. Después, llevaremos a cabo un proceso de **consulta** tomando en cuenta las opiniones del profesor, estudiantes y otras personas relacionadas. Si la situación lo amerita, observaremos una clase. No obstante, toma en consideración que esto puede o no incluir el grupo al que pertenece el estudiante en particular.
3. Posteriormente, habrá un proceso de evaluación durante el que estudiaremos la evidencia y llegaremos a una conclusión que te la comunicaremos. Seguidamente, se tomarán las medidas pertinentes.

Por favor, acepta nuestro compromiso de que el proceso se realizará de manera rápida y profesional.

Nuestra Política de Comportamiento

Esperamos que nuestros estudiantes se respeten entre si, al igual que las instalaciones del British Council. Tu profesor explicara la política de comportamiento de adultos en tu primer día de clases. Esta política también podrás encontrarla en las carteleras de cada salón de clases.

Finalmente

Esperamos que disfrutes tu curso y que aproveches al máximo el nivel Uno.
Recursos para los Niveles Elementales:

Recursos para los Niveles Elementales:

Diccionarios y Enciclopedias

- Collin's Student's Dictionary Collins
- Diccionario Pocket Ingles –Español Longman
- Oxford Elementary Learner's Dictionary Crawley / Ashby
- The Penguin English Student's Dictionary Hill / Alexander

Entender

- Double-Take: Skills Training, Language Practice 1 Collie,
- Elementary Steps to Understanding L.A Hill
- Introductory Steps to Understanding L.A Hill
- Listening 1 Doff/ Beckett
- Elementary task listening St Clair Stokes, Jacqueline

Vocabulario

- Start Building your Vocabulary. Elementary Flower, John
- Target Vocabulary 1 Watcyn Jones, Peter
- Target Vocabulary 2 Watcyn Jones
- Vocabulary 1 Watcyn Jones
- Vocabulary Activities Elementary Finnie/Bourdais
- Vocabulary in practice 1 Pye, Glennis

Lectura

Libros tipo "Readers" del Elemental y:

- Reading 1 Greenall/Pye
- Reading Extra Driscoll, Liz
- Reading Elementary Scott, Rosemary
- Penguin Elementary Reading Skills Bartram/Parry

Pronunciar y Hablar

- Elementary Stories for Reproduction Alexander/Hill
- Better English Pronunciation (Sound recording 1) O'Connor J.D
- English aloud 1 Haycraft, Brita
- Headway Elementary Pronunciation Cunningham, Sarah
- Introductory Steps to Understanding Hill/Alexander
- Introductory Steps for Reproduction Hill/Alexander
- Page 5 of 5
- Introductory Stories for Reproduction Hill/Alexander
- Speaking Clearly 1 Rogerson, Pamela
- Speaking Skills Elementary Kirby, Stephen
- Tree or three? Elementary Baker, Ann

Gramática

- A Basic English Grammar with exercises Eastwood/Mackin
- Basic English Usage/edición Española Swan, Michael
- Basic English Usage: exercises Seidl/Swan
- Basic Grammar in Use with answers Murphy, Raymond
- Basic Grammar in Many Voices Silva, Marilyn
- Basic Punctuation Shiach, Don
- Elementary English Grammar Beaumont, Digby
- English Grammar in Use Murphy, Raymond
- Essential Grammar in Use Murphy, Raymond
- Essential Grammar in Use/sound recording Murphy, Raymond
- The Essential English Grammar Alexander/George
- Essential Grammar in Use Naylor/Murphy
- Essential Grammar in Use /Supplementary exercises Naylor, Helen
- Grammar (elementary) Degnan –Veness Coleen
- Grammar Practice for Elementary Students Walker/Elsworth
- Penguin Basic Grammar Exercises with answers O'Driscoll, James
- Using Basic English Grammar: Form and Function McLeod/Woods

CDROMS

- Tensebuster Elementary
- Network English Elementary
- Mindgame Elementary
- Talk Now!
- Phonemic Chart

Sitios Web

- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/newcuttingedge/elementary/>
- <http://www.bbc.co.uk/worldservice/learningenglish>
- www.oup.com/elt/global/products/englishfile

NIVEL DOS

¡Bienvenido al nivel Dos!

Este curso te lleva a una etapa donde puedes usar tu conocimiento de inglés para comunicarte con más facilidad.

¿Cómo se hace?

Te ayudamos a perfeccionar tu habilidad para comprender, leer, hablar y escribir en inglés con textos auténticos de lectura y comprensión. Tendrás la oportunidad de estar en situaciones de comunicación auténticas usando el lenguaje cotidiano para las actividades que desempeñas en tu vida diaria. Te estimularán también para que aprendas más eficientemente dentro y fuera del aula de clases. Tenemos una biblioteca ampliamente surtida, en la cual podrás complementar tu proceso de aprendizaje.

¿Cómo son las clases?

Tendrás un(a) profesor(a) plenamente calificado(a), profesional de la enseñanza del idioma inglés, y un máximo de 16 estudiantes por clase. Trabajarás en pares y/o en grupos en actividades reales de comunicación. De esta forma, ayudas a otros estudiantes y aprendes de ellos. El profesor apoyará estas actividades para enfocarse en la gramática, vocabulario y pronunciación. Por esta razón tu participación en clase es parte vital para todos en el proceso de aprendizaje. En nuestras clases usamos los sistemas tecnológicos más modernos, por ejemplo; videos, computadoras e Internet.

¿Mandan tarea?

Tu profesor te mandará tarea de forma regular, bien sea para consolidar y practicar más lo aprendido en clase o bien como preparación para la siguiente. Las asignaciones escritas pueden también ser tareas. Es importante para tu aprendizaje y contribuciones para las clases futuras que hagas las tareas que tu profesor te mande.

¿Qué voy a aprender?

Muchos factores influenciarán lo rápido que aprendes un lenguaje. Sin embargo, como referencia, al término del nivel dos pudieras estar de acuerdo con estas premisas:

Escuchar

- Puedo entender frases y expresiones relacionadas con áreas de la prioridad más inmediata (p. ej información de familia muy básica y personal, compras, geografía local, empleo) a condición de que lo dicho sea expresado claramente y despacio.
- Puedo entender por lo general el tema que se esté tratando a mí alrededor cuando se esté hablando lenta y claramente.
- Puedo entender y extraer la información esencial en pasajes grabados que traten sobre temas cotidianos predecibles cuando se haga lenta y claramente.

- Puedo entender direcciones sencillas para dirigirme de X a Y a pie o en transporte público.

Leer

- Puedo identificar información específica en materiales escritos más sencillos tales como cartas, folletos y artículos cortos de periódico que describan hechos
- Puedo entender textos cortos y sencillos que contengan lenguaje de alta frecuencia que incluya vocabulario internacionalmente conocido. Puedo entender textos cortos y sencillos sobre asuntos concretos conocidos que contengan lenguaje de alta frecuencia o relacionado con mi trabajo.
- Puedo ubicar información específica que sea predecible en materiales sencillos cotidianos como anuncios, prospectos, menús, lista de referencias y horarios.
- Puedo entender el contenido de cartas, emails y faxes básicos y rutinarios (solicitudes, órdenes de compra, cartas de confirmación, etc.)

Hablar

- Puedo dar una presentación corta, ensayada, sobre un tema pertinente a mi vida diaria, brevemente ofrecer motivos y explicaciones sobre opiniones, proyectos y acciones. Puedo describir aspectos diarios de mi ambiente p.ej: la gente, sitios, un trabajo o experiencia de estudios. Puedo explicar lo que me gusta o disgusta de algo
- Puedo hablar de cuestiones prácticas diarias de un modo sencillo cuando me hablan despacio y en forma clara y directa.
- Puedo hablar sobre qué hacer por la noche o en el fin de semana. Puedo dar o solicitar punto de vista y opiniones personales en temas de interés.
- Puedo solicitar y proporcionar información personal. Puedo comunicarme durante tareas simples y rutinarias que requieren un intercambio de información sencillo y directo. Puedo preguntar y contestar preguntas sobre hábitos y rutinas. Puedo dar y seguir direcciones sencillas e instrucciones, p.ej: explicar cómo ir a algún sitio.
- Puedo contestar preguntas sencillas y responder a declaraciones sencillas en una entrevista.
- Puedo hacerme entender y comunicar ideas e información en temas familiares, a condición de que pueda pedir una aclaración de vez en cuando, y me sea dada un poco de ayuda para expresar lo que yo quiera
- Puedo preguntar sobre cosas y hacer transacciones sencillas en tiendas, correos o bancos. Puedo tratar con aspectos comunes de la vida diaria como viajes, alojamientos, comida y compra.
- Puedo conseguir información sencilla sobre viajes, usar el transporte público: autobuses, trenes, y taxis, preguntar y dar direcciones, y comprar boletos. Puedo dar y recibir la información sobre cantidades, números, precios, etc.
- Puedo entender lo suficiente, sin esfuerzo excesivo, para manejar tareas sencillas, rutinarias, solicitando muy sencillamente una repetición cuando no entiendo. Puedo hablar sobre qué hacer de seguidas, haciendo y respondiendo a sugerencias, solicitando y recibiendo direcciones.

Escribir

- Puedo escribir frases sencillas conectadas por medio de palabras como “y”, “pero”, “porque”.
- Puedo escribir usando frases enlazadas sobre aspectos cotidianos de mi entorno, por ejemplo, gente, lugares, una experiencia de trabajo o de estudio.

Además, has estudiado y practicado las siguientes estructuras del idioma:

Gramática

- Negaciones y preguntas en pasado simple
- Adjetivos comparativos
- Adjetivos superlativos
- Presente continuo
- ¿Presente simple o Presente continuo?
- can and can't para “poder hacer”
- Palabras interrogativas
- Propósitos en el futuro: going to, would like to y want to
- Sugerencias y ofrecimientos
- El infinitivo como intención might and will
- Presente perfecto
- Frases de tiempo con el Presente perfecto y el Pasado simple
- Preposiciones de movimiento have to, don't have to, can y can't
- Uso de los artículos

Vocabulary

- Describir películas
- Tiendas y compras
- Ropa
- Describir personas
- Animales y rasgos naturales
- Salir y quedarse en casa
- Educación y profesiones
- Modos de comunicación
- Cosas en una ciudad

Pronunciación

- Énfasis en una oración
- Acento en una palabra
- Sílabas enfatizadas y débiles
- Énfasis de la oración al preguntar
- El sonido /ə/
- Sonidos de las vocales
- Énfasis en la oración y las formas débiles

- Las distintas pronunciaciones de the
- Formas del presente y del futuro
- Sonidos con vocales silentes
- Sonar cortésmente

¿Puedo ayudarme a mí mismo de otra manera?

¡Sí! Tú utilizarás algún tiempo en clase para aprender técnicas de aprendizaje independiente. En la biblioteca puedes aprovechar tu tiempo al máximo utilizando todos nuestros servicios. Tu profesor te enseñará este y otros recursos en las computadoras. Es una excelente idea que aproveches tu tiempo, utilices estos recursos y estudies por tu cuenta o aún mejor con tus compañeros de clase. Revisa la lista de recursos anexa a esta carta para ayudarte a encontrar los materiales extras que necesitas.

¿Cuáles libros necesito adquirir?

Tus libros de curso serán del nivel New Cutting Edge Elementary. Necesitas comprar el Student's Book y el Workbook si no has hecho el nivel uno con nosotros, pero todos los otros materiales usados en clase son gratuitos.

Asistencia, inasistencia y tardanza

El curso de inglés del British Council es continuo. Por esto es muy importante que asistas a clases regularmente y que seas puntual, para que puedas mantener tu ritmo de aprendizaje y el de los demás alumnos. Si faltas a 25% de las clases, es posible que tengas que repetir el nivel.

¿Cómo progreso al siguiente nivel?

El British Council Caracas ofrece cursos generales de inglés para adultos, desde niveles básicos (principiantes) hasta niveles Avanzados (Nivel 12). Cada nivel se encuentra dividido en módulos A y B, de 8 semanas (36 horas) cada uno. Con una culminación satisfactoria del módulo/nivel, progresarás al siguiente módulo/nivel.

¿Cómo será evaluado?

Serán evaluados en las cuatro habilidades (leer, escribir, escuchar y hablar) a todo lo largo del curso. Tu profesor o profesora usará los resultados de las pruebas para tener evidencia de si estás en capacidad de progresar al siguiente nivel y te lo hará saber otorgando una nota general al final del curso:

- A: Muy bueno en el nivel
- B: Bueno en el nivel
- C: Aprobado
- RT: Retomar

Se espera que obtengas al menos una nota de C en todas las pruebas para poder pasar el nivel Sin embargo, si no pasas una prueba, tu profesor o profesora podrá, a su discreción, pasarte al próximo nivel si considera que podrás desenvolverte bien en él.

Si el profesor o profesora piensa que puedas no pasar el nivel, te lo informará hacia mediados del curso y te dará consejos constructivos para ayudarte a mejorar.

Esperamos que saques el máximo provecho del curso.

Expresando tus inquietudes: nuestra política al respecto

Nuestro objetivo es proporcionar la mayor calidad posible en la experiencia de aprender, en términos de personal y recursos, a todos nuestros clientes. Sin embargo, en ocasiones habrá inquietudes que desearás presentarnos. El propósito de este documento es asegurar la transparencia de nuestros procedimientos en estos casos y enfatizar la importancia que tiene para nosotros tu opinión.

1. Tu **primer** punto de contacto para asuntos pedagógicos debería ser siempre su profesor, cuyo trabajo también incluye asegurar que cualquier feedback reciba atención. Sin embargo, si después de este paso, aún no estás satisfecho, por favor presenta tus comentarios al Customer Service Manager, de manera individual. Es importante escuchar el punto de vista de clientes individuales. Igualmente, es probable que se te pida hacerlo por escrito.
2. Después, llevaremos a cabo un proceso de **consulta** tomando en cuenta las opiniones del profesor, estudiantes y otras personas relacionadas. Si la situación lo amerita, observaremos una clase. No obstante, toma en consideración que esto puede o no incluir el grupo al que pertenece el estudiante en particular.
3. Posteriormente, habrá un proceso de **evaluación** durante el que estudiaremos la evidencia y llegaremos a una conclusión que te la comunicaremos. Seguidamente, se tomarán las **medidas** pertinentes.

Por favor, acepta nuestro compromiso de que el proceso se realizará de manera rápida y profesionalmente.

Nuestra Política de Comportamiento

Esperamos que nuestros estudiantes se respeten entre si, al igual que las instalaciones del British Council. Tu profesor explicara la política de comportamiento de adultos en tu primer día de clases. Esta política también podrás encontrarla en las carteleras de cada salón de clases.

Finalmente

Esperamos que disfrutes tu curso y que aproveches al máximo el nivel **Dos**.

Diccionarios y Enciclopedias

- Collin's Student's Dictionary Collins
- Diccionario Pocket Ingles –Español Longman
- Oxford Elementary Learner's Dictionary Crawley / Ashby
- The Penguin English Student's Dictionary Hill / Alexander

Escuchar

- Double-Take: Skills Training, Language Practice 1 Collie,
- Elementary Steps to Understanding L.A Hill
- Introductory Steps to Understanding L.A Hill
- Listening 1 Doff/ Beckett
- Elementary task listening St Clair Stokes, Jacqueline

Vocabulario

- Start Building your Vocabulary. Elementary Flower, John
- Target Vocabulary 1 Watcyn Jones, Peter
- Target Vocabulary 2 Watcyn Jones
- Vocabulary 1 Watcyn Jones
- Vocabulary Activities Elementary Finnie/Bourdais
- Vocabulary in practice 1 Pye, Glennis

Leer

Todos los "reader" del nivel elemental y:

- Reading 1 Greenall/Pye
- Reading Extra Driscoll, Liz
- Reading Elementary Scott, Rosemary
- Penguin Elementary Reading Skills Bartram/Parry

Pronunciar y Hablar

- Elementary Stories for Reproduction Alexander/Hill
- Better English Pronunciation (Sound recording 1) O'Connor J.D
- English aloud 1 Haycraft, Brita
- Headway Elementary Pronunciation Cunningham, Sarah
- Introductory Steps to Understanding Hill/Alexander
- Introductory Steps for Reproduction Hill/Alexander
- Introductory Stories for Reproduction Hill/Alexander
- Speaking Clearly 1 Rogerson, Pamela
- Speaking Skills Elementary Kirby, Stephen
- Tree or three? Elementary Baker, Ann

Gramática

- A Basic English Grammar with exercises Eastwood/Mackin
- Basic English Usage/edición Española Swan, Michael
- Basic English Usage: exercises Seidl/Swan
- Basic Grammar in Use with answers Murphy, Raymond
- Basic Grammar in Many Voices Silva, Marilyn
- Basic Punctuation Shiach, Don
- Elementary English Grammar Beaumont, Digby
- English Grammar in Use Murphy, Raymond
- Essential Grammar in Use Murphy, Raymond
- Essential Grammar in Use/sound recording Murphy, Raymond
- The Essential English Grammar Alexander/George
- Essential Grammar in Use Naylor/Murphy
- Essential Grammar in Use /Supplementary exercises Naylor, Helen
- Grammar (elementary) Degnan –Veness Coleen
- Grammar Practice for Elementary Students Walker/Elsworth
- Penguin Basic Grammar Exercises with answers O'Driscoll, James
- Using Basic English Grammar: Form and Function McLeod/Woods

CDROMS

- Tensebuster Elementary
- Network English Elementary
- Mindgame Elementary
- Phonemic Chart

Sitios Web

- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/newcuttingedge/elementary/>
- <http://www.bbc.co.uk/worldservice/learningenglish>
- www.oup.com/elt/global/products/englishfile

WELCOME TO LEVEL THREE

¡Bienvenido al nivel Tres!

Este curso te lleva a la etapa donde puedes consolidar y extender tu nivel de inglés.

¿Cómo se hace?

Te ayudamos a perfeccionar tu habilidad para comprender, leer, hablar y escribir en inglés con textos auténticos de lectura y comprensión. Tendrás la oportunidad de estar en situaciones de comunicación auténticas usando el lenguaje cotidiano para las actividades que desempeñas en tu vida diaria. Te estimularán también para que aprendas más eficientemente dentro y fuera del aula de clases. Tenemos una biblioteca ampliamente surtida, en la cual podrás complementar tu proceso de aprendizaje.

¿Cómo son las clases?

Tendrás un(a) profesor(a) plenamente calificado(a), profesional de la enseñanza del idioma inglés, y un máximo de 16 estudiantes por clase. Trabajarás en pares y/o en grupos en actividades reales de comunicación. De esta forma, ayudas a otros estudiantes y aprendes de ellos. El profesor apoyará estas actividades para enfocarse en la gramática, vocabulario y pronunciación. Hay un balance también entre el desarrollo de la comprensión lectora y de tus habilidades para escribir. Por esta razón tu participación en clase es parte vital para todos en el proceso de aprendizaje. En nuestras clases usamos los sistemas tecnológicos más modernos, por ejemplo; videos, computadoras e Internet.

¿Mandan tarea?

Tu profesor te mandará tarea de forma regular, bien sea para consolidar y practicar más lo aprendido en clase o bien como preparación para la siguiente. Las asignaciones escritas pueden también ser tareas. Es importante para tu aprendizaje y contribuciones para las clases futuras que hagas las tareas que tu profesor te mande.

¿Qué voy a aprender?

Muchos factores influenciarán lo rápido que podrás aprender un idioma. Sin embargo, como referencia, al concluir el nivel tres puede que estés de acuerdo en que tienes estas habilidades:

Escuchar

- Puedo identificar, por lo general, el tema sobre el que se discute cuando se habla despacio y con claridad.
- Puedo entender y extraer la información esencial de pasajes cortos grabados, que tratan de asuntos diarios previsible que sean hablados despacio y claramente.
- Puedo captar la idea principal de anuncios y mensajes claros y sencillos.

- Puedo tomar apuntes en forma de una lista de puntos clave durante una lección dictada con sencillez siempre que el tema me sea conocido y sea hablado en idioma estándar bien enunciado.

Leer

- Puedo identificar la información clave en artículos cortos de periódicos y revistas que hablen de historias o sucesos usuales.
- Puedo entender textos cortos y sencillos sobre asuntos concretos conocidos que contengan lenguaje de alta frecuencia o relacionado con mi trabajo. Puedo leer textos sencillos de información en asuntos relacionados con mi campo o interés con un nivel satisfactorio de comprensión.
- Puedo buscar y entender información pertinente en materiales de uso diario tales como cartas, folletos y documentos oficiales cortos. Puedo explorar textos más largos a fin de localizar la información deseada, y recoger información de partes diferentes de un texto, o de textos diferentes a fin de cumplir con una tarea específica.

Hablar

- Puedo dar una presentación sencilla sobre un tema conocido dentro de mi campo que sea lo suficientemente claro como para ser seguido sin dificultad la mayor parte del tiempo, y en que los puntos claves los explique con precisión razonable. Puedo enfrentarme con un número limitado de preguntas sobre el tema.
- Puedo tratar con la mayor parte de situaciones que probablemente ocurran al hacer arreglos de viajes con un agente o durante el viaje, p.ej: preguntando a los pasajeros donde bajarme en un destino no conocido.
- Puedo entender lo bastante para manejar sin esfuerzo excesivo intercambios sencillos, rutinarios.
- Puedo averiguar y retransmitir información sencilla. Puedo preguntar y seguir direcciones detalladas.
- Puedo hacerme entender en una entrevista y comunicar ideas e información de temas conocidos, a condición de que yo pueda pedir aclaratorias de vez en cuando, y me sea dado un poco de ayuda para expresar lo que quiero.
- Puedo manejar intercambios sociales muy cortos, usando formas cortés de saludo y trato de uso común.
- Puedo relacionarme sencillamente, pero con eficacia utilizando las expresiones comunes más usuales y siguiendo un patrón básico. Puedo actuar y responder a funciones del idioma básicas, como intercambio de información o peticiones y expresar opiniones o actitudes de un modo sencillo.
- Puedo describir mis sueños, esperanzas y ambiciones.
- Puedo expresar creencias, opiniones, acuerdos y desacuerdos cortésmente.
- Puedo establecer contacto social: saludos y despedidas; presentaciones de personas; dar las gracias. Puedo expresar y responder a sentimientos como sorpresa, felicidad, tristeza, interés e indiferencia.
- Puedo relatar una historia o describir algo con una lista sencilla de puntos.
- Puedo dar detalles de experiencias, describiendo sentimientos y reacciones.
- Puedo dar descripciones cortas, básicas de acontecimientos y actividades.

- Puedo detallar proyectos y arreglos, hábitos y rutinas, actividades pasadas y experiencias personales.

Escribir

- Puedo escribir de manera breve y sencilla sobre la vida cotidiana (personajes, lugares, empleo, estudios, familia, aficiones).
- Puedo escribir descripciones muy cortas, básicas de acontecimientos, actividades pasadas y experiencias personales. Puedo relatar una historia. Puedo escribir usando oraciones secuenciadas sobre aspectos diarios de mi ambiente.
- Puedo producir escritos continuos que sean generalmente entendibles en su conjunto. La ortografía, puntuación y estructura son lo suficientemente precisas como para ser entendidas la mayoría del tiempo
- Puedo escribir cartas personales que describan experiencias, sentimientos y acontecimientos con cierto detalle. Puedo escribir cartas personales y notas que soliciten o comuniquen información sencilla importancia relevante, explicando la razón de porqué es importante.
- Puedo resumir, relatar y dar mi opinión con alguna confianza sobre información acumulada en asuntos conocidos rutinarios y no rutinarios dentro de mi campo.

Además, has estudiado y practicado las siguientes estructuras del idioma:

Gramática

- Revisión de formas de pregunta
- Presente simple
- Pasado simple
- Frases de tiempo usadas a menudo en el pasado: *at, on, in, ago*
- *should, shouldn't*
- *can, can't, have to, don't have to*
- Presente continuo y Presente simple
- Presente continuo para planes futuros
- Adjetivos comparativos y superlativos
- *Descripción de personas*
- Intenciones y deseos: *going to, planning to, would like to, would rather*
- *will* y *won't*
- Pretérito perfecto y Pasado simple con *for*
- Pretérito perfecto y Pasado simple con otras palabras de tiempo
- Uso de los artículos
- Cuantificadores con sustantivos contables e incontables

Vocabulario

- Actividades de ocio
- Palabras para describir sentimientos
- Palabras: *feel*

- Rutinas cotidianas
- Empleos
- Palabra a enfocar: *day*
- Aspecto físico
- Palabra a enfocar: *look*
- Vacaciones
- Ambiciones y sueños
- *Fechas y ocasiones especiales*
- Palabra a enfocar: *for*
- Rasgos geográficos

Pronunciación

- Acentos en la oración al preguntar
- *Palabras que terminan en -ed*
- Acento en la palabra
- *should, shouldn't*
- *can, can't*
- Entonación cortés en solicitudes
- Fechas
- Entonación cortés
- Comparativos y superlativos
- Acentos en las palabras
- Contracciones y formas débiles
- *Will and would*
- Entonación
- *for*
- /ə/ and /ə/
- Entonación cortés
- *Fechas y ocasiones especiales*
- Palabra a enfocar: *for*
- Rasgos geográficos

Pronunciación

- Acentos en la oración al preguntar
- *Palabras que terminan en -ed*
- Acento en la palabra
- *should, shouldn't*
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- Entonación cortés en solicitudes
- Fechas
- Entonación cortés
- Comparativos y superlativos
- Acentos en las palabras
- Contracciones y formas débiles
- *Will and would*

- Entonación
- *for*
- /ə/ and /e/
- Entonación cortés

¿Puedo ayudarme de otra manera?

¡Sí! Tú utilizarás algún tiempo en clase para aprender técnicas de aprendizaje independiente. En la biblioteca puedes aprovechar tu tiempo al máximo utilizando todos nuestros servicios. Tu profesor te enseñará este y otros recursos en las computadoras. Es una excelente idea que aproveches tu tiempo, utilices estos recursos y estudies por tu cuenta o aún mejor con tus compañeros de clase. Revisa la lista de recursos anexa a esta carta para ayudarte a encontrar los materiales extras que necesitas.

¿Cuáles libros necesito adquirir?

Tus libros para el curso son del nivel **New Cutting Edge Pre-Intermediate**. Necesitas comprar el **Student's Book** y el **Workbook** pero todos los otros materiales usados en clase son gratuitos.

Asistencia, inasistencia y tardanza

El curso de inglés del British Council es continuo. Por esto es muy importante que asistas a clases regularmente y que seas puntual, para que puedas mantener tu ritmo de aprendizaje y el de los demás alumnos. Si faltas al 25% de las clases, es posible que tengas que repetir el nivel.

¿Cómo progreso al siguiente nivel?

El British Council Caracas ofrece cursos generales de inglés para adultos, desde niveles básicos (principiantes) hasta niveles Avanzados (Nivel 12). Cada nivel se encuentra dividido en módulos A y B, de 8 semanas (36 horas) cada uno. Con una culminación satisfactoria del módulo/nivel, progresarás al siguiente módulo/nivel.

¿Cómo será evaluado?

Serán evaluados en las cuatro habilidades (leer, escribir, escuchar y hablar) a todo lo largo del curso. Tu profesor o profesora usará los resultados de las pruebas para tener evidencia de si estás en capacidad de progresar al siguiente nivel y te lo hará saber otorgando una nota general al final del curso:

- A: Muy bueno en el nivel
- B: Bueno en el nivel
- C: Aprobado
- RT: Retomar

Se espera que obtengas al menos una nota de C en todas las pruebas para poder pasar el nivel. Sin embargo, si no pasas una prueba, tu profesor o profesora podrá, a su discreción, pasarte al próximo nivel si considera que podrás desenvolverte bien en él.

Si el profesor o profesora piensa que puedes no pasar el nivel, te lo informará hacia mediados del curso y te dará consejos constructivos para ayudarte a mejorar.

Esperamos que saques el máximo provecho del curso.

Expresando sus inquietudes: nuestra política al respecto

Nuestro objetivo es proporcionar la mayor calidad posible en la experiencia de aprender, en términos de personal y recursos, a todos nuestros clientes. Sin embargo, en ocasiones habrá inquietudes que Usted deseará presentarnos. El propósito de este documento es asegurar la transparencia de nuestros procedimientos en estos casos y enfatizar la importancia que tiene para nosotros su opinión.

1. Tu **primer** punto de contacto para asuntos pedagógicos debería ser siempre su profesor, cuyo trabajo también incluye asegurar que cualquier feedback reciba atención. Sin embargo, si después de este paso, Usted aún no está satisfecho, por favor presente sus comentarios al *Customer Service Manager*, de manera individual. Es importante escuchar el punto de vista de clientes individuales. Igualmente, es probable que se les pida hacerlo por escrito.
2. Después, llevaremos a cabo un proceso de **consulta** tomando en cuenta las opiniones del profesor, estudiantes y otras personas relacionadas. Si la situación lo amerita, observaremos una clase. No obstante, tome en consideración que esto Puedo o no incluir el grupo al que pertenece el estudiante en particular.
3. Posteriormente, habrá un proceso de **evaluación** durante el que estudiaremos la evidencia y llegaremos a una conclusión que se la comunicaremos. Seguidamente, se tomarán las **medidas** pertinentes.

Por favor, acepta nuestro compromiso que el proceso se realizará de manera rápida y profesional.

Nuestra Política de Comportamiento

Esperamos que nuestros estudiantes se respeten entre si, al igual que las instalaciones del British Council. Tu profesor explicara la política de comportamiento de adultos en tu primer día de clases. Esta política también podrás encontrarla en las carteleras de cada salón de clases.

Recursos para los Niveles Pre-Intermedio

Diccionarios y Enciclopedias

- The Cambridge Concise Encyclopaedia Crystal, David
- Collins Cobuild Essential English Dictionary Collins Birmingham University
- Collins Student's Dictionary Collins Birmingham University
- Earlier English Basic Dictionary Collin, P.H
- The Oxford Dictionary of Abbreviations Oxford University press
- Oxford School A-Z of English Ayto, John
- The Penguin English Student's Dictionary Hill/Alexander

Escuchar

- English Aloud 2 (Sound Recording 1) Haycraft Brita
- English Aloud 2 (Sound Recording 2) Haycraft, Brita
- English Aloud 2 (Sound Recording 3) Haycraft, Brita
- Everyday Listening and Speaking (Sound Recording) Cunningham/Moore
- Just Intermediate Listening and Speaking Harmer, Jeremy
- Listening 2 (Sound Recording 1) Doff/Beckett
- Listening 2 (Sound Recording 2) Doff, Beckett

Vocabulario

- Build Your Vocabulary Lower Intermediate Flower/Berman
- English Vocabulary In Use- Pre-Intermediate and
- Intermediate
- Redman, Stuart
- English Vocabulary In Use: With Answers McCarthy, Michael
- Test Your Vocabulary Watcyn –Jones Peter 1985
- Test Your Vocabulary Watcyn –Jones Peter 1997
- Target Vocabulary 2 Watcyn –Jones Peter 1994
- Vocabulary Activities (Pre-Intermediate –Intermediate) Woodward, Julie
- Vocabulary Practice 2 Pye, Glennis

Leer

- Libros tipo "Readers" del nivel Pre-Intermedio y:
- **Title Author / Publisher (s)**
- Reading 2 Greenall/ Pye
- About Britain Geddes, Marion
- Reading Extra Driscoll, Liz

Pronunciar y Hablar

- Better English Pronunciation (Sound Recording 1) O'Connor, J.D
- Better English Pronunciation (Sound Recording 2) O'Connor, J.D
- English Aloud 2 Haycraft, Brita
- English Pronunciation In Use Hancock, Mark
- Headway Pre-Intermediate Pronunciation Bowler/Parminter
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- Pronunciation Tasks: Pre-Intermediate (Sound Recording 2)
- Hewings, Martin
- Speaking 2 Collie/Slater
- Speaking 2 (Sound Recording 1) Collie/Slater

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- A Basic English Grammar Eastwood/ Mackin/ Zozaya
- A Basic English Grammar With Exercises Eastwood/Mackin
- Basic Grammar in Many Voices Silva, Marilyn
- Basic English Usage: Exercises Seidl/Swan
- English Grammar In Use: Elementary Murphy, Raymond
- English Grammar In Use: Supplementary Exercises With Answers
- Hashemi, Louise
- The Essential English Grammar Alexander/George
- Essential Grammar In Use Naylor/Murphy
- Essential Grammar In Use (Sound Recording 2) Murphy, Raymond
- Essential Grammar In Use: Supplementary Exercises With Answers
- Naylor, Helen
- Grammar Spectrum Harrison, Mark
- Just Intermediate Grammar Harmer, Jeremy
- Penguin English Test Book With Answers Allsop, Jake
- Using Basic English Grammar: Form and Function McLeod/Woods

CDROMS

- Tensebuster Lower Intermediate
- Network English Lower Intermediate
- Mindgame Lower Intermediate
- Phonemic Chart

Sitios Web

- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/newcuttingedge/pre-intermediate/>
- <http://www.bbc.co.uk/worldservice/learningenglish>
- www.oup.com/elt/global/products/englishfile

¡Bienvenido al nivel Cuatro!

Este curso te lleva a la etapa donde puedes consolidar y extender tu nivel de inglés.

¿Cómo se hace?

Te ayudamos a perfeccionar tu habilidad para comprender, leer, hablar y escribir en inglés con textos auténticos de lectura y comprensión. Tendrás la oportunidad de estar en situaciones de comunicación auténticas usando el lenguaje cotidiano para las actividades que desempeñas en tu vida diaria. Te estimularán también para que aprendas más eficientemente dentro y fuera del aula de clases. Tenemos una biblioteca ampliamente surtida, en la cual podrás complementar tu proceso de aprendizaje.

¿Cómo son las clases?

Tendrás un(a) profesor(a) plenamente calificado(a), profesional de la enseñanza del idioma inglés, y un máximo de 16 estudiantes por clase. Trabajarás en pares y/o en grupos en actividades reales de comunicación. De esta forma, ayudas a otros estudiantes y aprendes de ellos. El profesor apoyará estas actividades para enfocarse en la gramática, vocabulario y pronunciación. Hay un balance también entre el desarrollo de la comprensión lectora y de tus habilidades para escribir. Por esta razón tu participación en clase es parte vital para todos en el proceso de aprendizaje. En nuestras clases usamos los sistemas tecnológicos más modernos, por ejemplo; videos, computadoras e Internet.

¿Mandan tarea?

Tu profesor te mandará tarea de forma regular, bien sea para consolidar y practicar más lo aprendido en clase o bien como preparación para la siguiente. Las asignaciones escritas pueden también ser tareas. Es importante para tu aprendizaje y contribuciones para las clases futuras que hagas las tareas que tu profesor te mande.

¿Qué voy a aprender?

Muchos factores influenciarán lo rápido que podrás aprender un idioma. Sin embargo, como referencia, al concluir el nivel tres puede que estés de acuerdo en que tienes estas habilidades:

Escuchar

- Puedo entender información sencilla actual sobre temas comunes diarios o del trabajo, identificando tanto los mensajes generales como los detalles específicos, a condición de que lo dicho sea claramente articulado en un acento generalmente familiar. Puedo entender los puntos claves dichos en idioma estándar claro en asuntos familiares encontrados con regularidad en el trabajo, escuela, tiempo libre etc., incluso narrativas cortas.
- Puedo entender los puntos claves de boletines informativos de radio y de material grabado más sencillo sobre temas familiares cuando son enunciados relativamente

despacio y claramente. Puedo entender el contenido de información en la mayoría de grabaciones o transmisiones de material de audio en temas del interés personal si se enuncia en idioma claro y estándar.

Leer

- Puedo identificar la información clave en artículos cortos de periódicos y revistas que hablen de historias o sucesos.
- Puedo leer con un grado satisfactorio de comprensión información concreta escrita de manera sencilla sobre temas relacionados con mi campo e interés.
- Puedo buscar y entender información pertinente en materiales de uso diario tales como cartas, folletos y documentos oficiales cortos. Puedo explorar textos más largos a fin de localizar la información deseada, y recoger información de partes diferentes de un texto, o de textos diferentes a fin de cumplir con una tarea específica.
- Puedo reconocer los puntos significativos de artículos de periódicos sencillos sobre temas conocidos.
- Puedo entender las conclusiones principales de textos argumentativos bien señalizados.
- Puedo reconocerla línea argumentativa en el análisis del tema en cuestión, aunque no en detalle.

Hablar

- Puedo entrar sin preparación previa en una conversación sobre temas conocidos, expresar opiniones personales e intercambiar información en temas que me son conocidos, de interés personal o pertinente a la vida diaria (p. ej: familia, aficiones, trabajo, viajes y acontecimientos usuales).
- Puedo comunicarme con algo de confianza sobre temas, rutinarios o no, relacionados con mis intereses o campo profesional.
- Puedo dar una presentación sencilla sobre un tema conocido en mi campo que sea lo suficientemente clara para que pueda ser seguida sin dificultad la mayor parte del tiempo y en la que los puntos principales los explique con precisión razonable. Puedo contestar preguntas de aclaratoria, pero puede que tenga que pedir que se repitan si se hicieron muy rápidamente.
- Puedo hacer y responder a invitaciones, sugerencias y disculpas.
- Puedo dar o solicitar puntos de vista u opiniones al conversar sobre tópicos de interés. Puedo expresar mi pensar sobre temas abstractos o culturales tales como música y filmes.
- Puedo dar a conocer mis opiniones y reacciones en relación a posibles soluciones o a qué hacer, ofreciendo razones y explicaciones cortas. Puedo invitar a otros a que den sus puntos de vista sobre cómo proceder. Puedo explicar por qué algo es un problema, hablar sobre qué hacer al respecto, contrastar y comparar alternativas.
- Puedo hacer comentarios sobre los puntos de vista de otros.
- Puedo relatar los detalles de eventos impredecibles, por ejemplo, de un accidente.
- Puedo explicar lo que me gusta o disgusta de algo. Puedo describir sueños, esperanzas y ambiciones.
- Puedo narrar una historia.
- Puedo investigar y comunicar información concreta.

- Puedo preguntar y contestar preguntas sobre hábitos y rutinas. Estoy al tanto de las convenciones principales de cortesía y actúo en consecuencia.
- Puedo llevar adelante una entrevista preparada, chequear y confirmar información, aun cuando a veces tenga que pedir que se repita si la respuesta de la otra persona es muy rápida o larga.
- Puedo explicar los puntos principales de una idea o problema con precisión razonable

Escribir

- Puedo escribir de manera breve y sencilla sobre la vida cotidiana (personas, lugares, empleo, estudios, familia, aficiones).
- Puedo escribir una descripción de un evento, un viaje reciente – real o imaginario.
- Puedo colegir información proveniente de distintas fuentes y resumirlas para otra persona.
- Puedo producir escritos continuos que sean generalmente entendibles en su conjunto. La ortografía, puntuación y estructura son lo suficientemente precisas como para ser entendidas la mayoría del tiempo
- Además, has estudiado y practicado las siguientes estructuras del idioma:

Gramática

- *may, might, will, definitely, etc*
- El Presente después de *if, when, before* y otras palabras de tiempo
- *used to*
- Pasado continuo
- Gerundios (forma *-ing*) después de verbos de gustar o no gustar
- *like doing* y *would like to do*
- Presente simple pasivo
- Presente perfecto continuo *how long, for* y *since*
- Presente perfecto continuo y Presente perfecto simple
- Pasado perfecto
- Palabras de tiempo en el pasado: *already, just* and *never ... before*
- Oraciones condicionales con *would*
- *will* y *would*

Vocabulario

- Moderno y tradicional
- Palabra: *if*
- Salud y accidentes
- Pasatiempos e intereses
- Objetos cotidianos
- Rasgos personales
- Palabra: *how*
- Dinero
- Palabra: *make*

Pronunciación

- En sustantivos compuestos
- *used to*
- schwa /ə/
- Entonación familiar
- *-ing*
- Participios pasados regulares
- Entonación cortés
- Formas contraídas: 've (have)
- Números grandes
- 'll (will) y 'd (would)

¿Puedo ayudarme a mí mismo de otra manera?

¡Sí! Se utilizará algún tiempo en clase para aprender técnicas de aprendizaje independiente. En la biblioteca puedes aprovechar tu tiempo al máximo utilizando todos nuestros servicios. Su profesor te enseñará este y otros recursos en las computadoras. Es una excelente idea que aproveches tu tiempo, utilices estos recursos y estudies por tu cuenta o, aún mejor, con tus compañeros de clase. Revisa la lista de recursos anexa a esta carta para ayudarte a encontrar los materiales extras que necesitas.

¿Cuáles libros necesito comprar?

Tus libros para el curso son del nivel **New Cutting Edge Pre-Intermediate**. Necesitas comprar el **Student's Book** y el **Workbook** pero todos los otros materiales usados en clase son gratuitos.

Asistencia, inasistencia y tardanza

El curso de inglés del British Council es continuo. Por esto es muy importante que asistas a clases regularmente y que seas puntual, para que puedas mantener tu ritmo de aprendizaje y el de los demás alumnos. Si faltas al 25% de las clases, es posible que tengas que repetir el nivel.

¿Cómo progreso al siguiente nivel?

El British Council Caracas ofrece cursos generales de inglés para adultos, desde niveles básicos (principiantes) hasta niveles Avanzados (Nivel 12). Cada nivel se encuentra dividido en módulos A y B, de 8 semanas (36 horas) cada uno. Con una culminación satisfactoria del módulo/nivel, progresarás al siguiente módulo/nivel.

¿Cómo será evaluado?

Serán evaluados en las cuatro habilidades (leer, escribir, escuchar y hablar) a todo lo largo del curso. Tu profesor o profesora usará los resultados de las pruebas para tener evidencia de si

estás en capacidad de progresar al siguiente nivel y te lo hará saber otorgando una nota general al final del curso:

- A: Muy bueno en el nivel
- B: Bueno en el nivel
- C: Aprobado
- RT: Retomar

Se espera que obtengas al menos una nota de C en todas las pruebas para poder pasar el nivel. Sin embargo, si no pasas una prueba, tu profesor o profesora podrá, a su discreción, pasarte al próximo nivel si considera que podrás desenvolverte bien en él.

Si el profesor o profesora piensa que puedes no pasar el nivel, te lo informará hacia mediados del curso y te dará consejos constructivos para ayudarte a mejorar. Esperamos que saques el máximo provecho del curso.

Expresando tus inquietudes: nuestra política al respecto

Nuestro objetivo es proporcionar la mayor calidad posible en la experiencia de aprender, en términos de personal y recursos, a todos nuestros clientes. Sin embargo, en ocasiones habrá inquietudes que desearás presentarnos. El propósito de este documento es asegurar la transparencia de nuestros procedimientos en estos casos y enfatizar la importancia que tiene para nosotros tu opinión.

1. Tu **primer** punto de contacto para asuntos pedagógicos debería ser siempre su profesor, cuyo trabajo también incluye asegurar que cualquier comentario tuyo reciba atención. Sin embargo, si después de este paso, aún no estás satisfecho, por favor presenta tus comentarios al Customer Service Manager, de manera individual. Para nosotros es importante escuchar el punto de vista de clientes individuales. Igualmente, es probable que se te pida hacerlo por escrito.
2. Después, llevaremos a cabo un proceso de consulta tomando en cuenta las opiniones del profesor, estudiantes y otras personas relacionadas. Si la situación lo amerita, observaremos una clase. No obstante, toma en consideración que esto puede o no incluir el grupo al que pertenece el estudiante en particular.
3. Posteriormente, habrá un proceso de evaluación durante el que estudiaremos la evidencia y llegaremos a una conclusión que te la comunicaremos. Seguidamente, se tomarán las medidas pertinentes.

Por favor, acepta nuestro compromiso de que el proceso se realizará de manera rápida y profesionalmente.

Nuestra Política de Comportamiento

Esperamos que nuestros estudiantes se respeten entre sí, al igual que las instalaciones del British Council. Tu profesor explicará la política de comportamiento de adultos en tu primer día de clases. Esta política también podrás encontrarla en las carteleras de cada salón de clases.

Finalmente

Esperamos que disfrutes tu curso y que aproveches al máximo el nivel **Cuatro**.

Recursos para los Niveles Pre-Intermedio

Diccionarios y Enciclopedias

- The Cambridge Concise Encyclopaedia Cystal, David
- Collins Cobuild Essential English Dictionary Collins Birmingham University
- Collins Student's Dictionary Collins Birmingham University
- Earlier English Basic Dictionary Collin, P.H
- The Oxford Dictionary of Abbreviations Oxford University press
- Oxford School A-Z of English Ayto, John
- The Penguin English Student's Dictionary Hill/Alexander

Escuchar

- English Aloud 2 (Sound Recording 1) Haycraft Brita
- English Aloud 2 (Sound Recording 2) Haycraft, Brita
- English Aloud 2 (Sound Recording 3) Haycraft, Brita
- Everyday Listening and Speaking (Sound Recording) Cunningham/Moore
- Just Intermediate Listening and Speaking Harmer, Jeremy
- Listening 2 (Sound Recording 1) Doff/Beckett
- Listening 2 (Sound Recording 2) Doff, Beckett

Vocabulario

- Build Your Vocabulary Lower Intermediate Flower/Berman
- English Vocabulary In Use- Pre-Intermediate and
- Intermediate
- Redman, Stuart
- English Vocabulary In Use: With Answers McCarthy, Michael
- Test Your Vocabulary Watcyn –Jones Peter 1985
- Test Your Vocabulary Watcyn –Jones Peter 1997
- Target Vocabulary 2 Watcyn –Jones Peter 1994
- Vocabulary Activities (Pre-Intermediate –Intermediate) Woodward, Julie
- Vocabulary Practice 2 Pye, Glennis

Leer

- Reading 2 Greenall/ Pye
- About Britain Geddes, Marion
- Reading Extra Drsicoll, Liz

Pronunciar y Hablar

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- Better English Pronunciation (Sound Recording 2) O'Connor, J.D
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- English Pronunciation In Use Hancock, Mark
- Headway Pre-Intermediate Pronunciation Bowler/Parminter
- Pronunciation Tasks: A Course For Pre-Intermediate Students
- Hewings, Martin
- Let's Talk (Sound Recording 2) Jones, Leo
- Pronunciation Tasks: Pre-Intermediate (Sound Recording 1)
- Hewings, Martin
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- Hewings, Martin
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- A Basic English Grammar With Exercises Eastwood/Mackin
- Basic Grammar in Many Voices Silva, Marilyn
- Basic English Usage: Exercises Seidl/Swan
- English Grammar In Use: Elementary Murphy, Raymond
- English Grammar In Use: Supplementary Exercises With Answers
- Hashemi, Louise
- The Essential English Grammar Alexander/George
- Essential Grammar In Use Naylor/Murphy
- Essential Grammar In Use (Sound Recording 2) Murphy, Raymond
- Essential Grammar In Use: Supplementary Exercises With Answers
- Naylor, Helen
- Grammar Spectrum Harrison, Mark
- Just Intermediate Grammar Harmer, Jeremy
- Penguin English Test Book With Answers Allsop, Jake
- Using Basic English Grammar: Form and Function McLeod/Woods

CDROMS

- Tensebuster Lower Intermediate
- Network English Lower Intermediate
- Mindgame Lower Intermediate
- Phonemic Chart

Sitios Web

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- <http://www.pearsonlongman.com/newcuttingedge/pre-intermediate/>
- <http://www.bbc.co.uk/worldservice/learningenglish>
- www.oup.com/elt/global/products/englishfile

Welcome to Level 5 of the British Council English Language course!

This level aims to consolidate and extend your knowledge of English using more complex materials at an intermediate level. It also serves as a platform from which you can start to consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English.

This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Many factors will influence how quickly you learn a language. However, as a guideline, by the end of level 5 you should be able to agree with these 'can do' statements:

Listening

- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.

- I can follow detailed directions.
- I can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

Reading

- I can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. I can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- I can identify the main conclusions in clearly signalled argumentative texts. I can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail

Speaking

- I can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- I can exchange, check and confirm information and deal with less routine situations.
- I can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- I can establish social contact: greetings and farewells; introductions; giving thanks. I can maintain a conversation or discussion but I may sometimes be difficult to follow when trying to say exactly what I would like to.
- I can give or seek personal views and opinions in discussing topics of interest. I can express my thoughts about abstract or cultural topics such as music, films. I can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
- I can carry out a prepared interview, checking and confirming information, though I may occasionally have to ask for repetition if the other person's response is rapid or extended.
- I can describe dreams, hopes and ambitions. I can give detailed accounts of experiences, describing feelings and reactions. I can describe events, real or imagined and narrate a story.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.
- I can explain why something is a problem, discuss what to do next, compare and contrast alternatives. I can give brief comments on the views of others.

Writing

- I can write straightforward connected texts on a range of familiar subjects within my field of interest.
- Spelling, punctuation and layout are accurate enough to be followed most of the time.

- I can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- I can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- I can write accounts of experiences, describing feelings and reactions in simple connected text.

Also, you will have studied and practised the following language structures:

Grammar

- Asking and answering questions
- Present simple and continuous
- Past simple and continuous
- used to
- Comparatives and superlatives
- Phrases for comparing
- Present perfect simple
- for, since and ago and Present perfect continuous
- Future forms
- Future clauses with if, when, etc
- -ed/-ing adjectives
- The passive

Vocabulary

- Everyday activities
- People around you
- Wordspot: *have* (and *have got*)
- Remembering and forgetting
- Describing towns and cities
- Describing life events
- Positive characteristics
- Wordspot: *take*
- Work
- Extreme adjectives

Pronunciation

- Auxiliary verbs
- Past simple *-ed* endings
- Sounding polite
- Stress and /ə/ sounds
- Strong and weak forms of *have*
- Linking
- Stressed syllables
- Word stress

Can I help myself in other ways?

Yes. You will spend some time in class looking at techniques for independent learning. In the library there are many resources for you to use. Your teacher will show you these and other resources on the computers. It is a good idea to use the materials and study on your own – or even better, with other colleagues!

We recommend the following books and the audio materials* that accompany them, although there are many more to choose from in the library:

- Oxford Student's Dictionary, OUP
- A Basic English Grammar, OUP
- English Grammar in Use, CUP
- Listening in Action, Longman
- Soundings, Longman
- Ship or Sheep*, CUP
- Headway Intermediate Pronunciation*, OUP
- Task Listening, *CUP
- Test Your Vocabulary 2, Penguin
- Intermediate Vocabulary, Nelson
- Graded Readers, various

We also recommend the following CD-ROMs and websites:

- Network English 2 Intermediate
- Tense Buster Intermediate
- Mind Game Intermediate
- Phonemic Alphabet in English
- Similar Sounds
- Stress and Rhythm
- Word & Phrasal Stress
- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/newcuttingedge/intermediate/>
- www.bbc.co.uk/worldservice/learningenglish/index.shtml
- www.oup.com/elt/global/products/headway/
- www.oup.com/elt/global/products/englishfile

Which books will I need to buy?

Your course book is **New Cutting Edge Intermediate**. You need to buy the **Student's book** and **Workbook** but all other materials used in class are free.

How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. It is therefore very important that you attend as regularly and punctually as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced).

Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

Communicating concern: our complaints policy

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1. You **first** point of contact for pedagogic issues should always be your class teacher. It is part of his/her job to ensure that any feedback receives immediate attention. However, if

after this stage you are still unsatisfied, please address your concerns to the Customer Service Manager on an individual basis. It is important we hear the point of view of particular customers. You may be asked to put your concerns in writing.

2. We will then undertake a process of **consultation** by canvassing the views of the teacher, students and any other parties as necessary. Should the situation require it, observation of classroom practice may be carried out. Please note however, this may or may not include the class to which a particular customer belongs.
3. There will then be a process of **evaluation** during which we evaluate the evidence and arrive at a conclusion that we will communicate to you. Appropriate **action** will follow subsequently.

Please accept our assurances that the process will proceed in a rapid and professional manner.

Our Behaviour Policy

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Welcome to Level 6 of the British Council English Language course!

This course is the second at intermediate level. It aims to continue your language development by exploring the use of more complex English. It also serves as a platform from which you can start to consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

By the end of level 6, you should be able to agree with these sentences about what you can do in English:

Listening

- I can with some effort catch much of what is said around me, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

- I can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- I can follow detailed directions.

Reading

- I can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. I can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- I can identify the main conclusions in clearly signalled argumentative texts. I can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. I have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

Speaking

- I can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. I can take follow up questions, but may have to ask for repetition if the speech was rapid.
- I can give or seek personal views and opinions in discussing topics of interest. I can express thoughts on more abstract, cultural topics such as films, books, music etc. I can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.
- I can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within my field with some confidence.
- I can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
- I can help along the progress of the work by inviting others to join in, say what I think, etc. I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
- I can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. I can use a limited number of cohesive devices to link my utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

Writing

- I can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- I can write straightforward connected texts on a range of familiar subjects within my field of interest.
- Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
- I can narrate a story.
- I can collate short pieces of information from several sources and summarise them for somebody else.

Also, you will have studied and practised the following language structures:

Grammar

- Polite requests
- *will* for offers and instant decisions
- Making generalizations
- Defining relative clauses
- Quantifiers
- Making predictions
- Hypothetical possibilities with *if*
- Past perfect
- Reported speech
- Obligation and permission in the present
- Obligation and permission in the past
- *could have, should have, would have*
- Imaginary situations in the past with *if*

Vocabulary

- Social behaviour
- Wordspot: *go*
- How machines work
- Describing everyday objects
- Society and change
- Wordspot: *make*
- Types of story
- Wordspot: *say* and *tell*
- Adverbs for telling stories
- Wordspot: *do*
- Problems and solutions
- Wordspot: *think*

Pronunciation

- Sounding polite
- 'll (will)
- Stress in compound words
- 'll (will) or 'd (would)
- Past simple or past perfect
- Sentence stress
- Modal verbs
- Past modal forms
- Shifting stress
- Vowel sounds

Can I help myself in other ways?

Yes. You will spend some time in class looking at techniques for independent learning. In the library there are many resources for you to use. Your teacher will show you these and other resources on the computers. It is a good idea to use the materials and study on your own – or even better, with other colleagues!

We recommend the following books and the audio materials* that accompany them, although there are many more to choose from in the library:

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- A Basic English Grammar, OUP
- English Grammar in Use, CUP
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- Ship or Sheep*, CUP
- Headway Intermediate Pronunciation*, OUP
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- www.bbc.co.uk/worldservice/learningenglish/index.shtml

- www.oup.com/elt/global/products/headway/
- www.oup.com/elt/global/products/englishfile

Which books will I need to buy?

Your course book is **New Cutting Edge Intermediate**. If you have not done Level 5, you need to buy the student's book and workbook but all other materials used in class are free.

How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. It is therefore very important that you attend as regularly as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

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2. We will then undertake a process of consultation by canvassing the views of the teacher, students and any other parties as necessary. Should the situation require it, observation of classroom practice may be carried out. Please note however, this may or may not include the class to which a particular customer belongs.
3. There will then be a process of evaluation during which we evaluate the evidence and arrive at a conclusion which we will communicate to you. Appropriate action will follow subsequently.

Please accept our assurances that the process will proceed in a rapid and professional manner.

Our Behaviour Policy

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Welcome to Level 7 of the British Council English Language course!

This level aims to develop your proficiency in English at a more advanced level. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English.

This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

Many factors influence the rate at which you learn a language. However, as a guideline, by the end of Level 7, you should be able to agree with these statements:

Listening

- I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- I can understand recordings in standard language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

- I can generally catch much of what is said around me, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
- I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
- I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
- I can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

Reading

- I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- I can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.
- I have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

Speaking

- I can give clear, detailed descriptions and presentations on a wide range of subjects related to my field of interest, expanding and supporting ideas with subsidiary points and relevant examples. I can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
- I can with some effort catch much of what is said around me in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can initiate speech, take my turn when appropriate and end conversation when I need to, though I may not always do this elegantly. I can intervene appropriately in discussion, exploiting appropriate language to do so.
- I can ask follow-up questions to check that I have understood what a speaker intended to say, and get clarification of ambiguous points.
- I can use a limited number of cohesive devices to link my utterances into clear, coherent speech, though there may be some 'jumpiness' in a long contribution.
- I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.
- I can express myself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person/people concerned.
- I can summarise and give my opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. I can synthesise and report information and arguments from a number of sources.
- I can explain a problem which has arisen and make it clear that the provider of a service must make a concession.

Writing

- I can write clear, detailed texts on a variety of subjects related to my field of interest, synthesising and evaluating information and arguments from a number of sources.
- I can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
- I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.
- I can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.
- I can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in my everyday life, getting across comprehensibly the points I feel are important.

Also, you will have studied and practised the following language structures:

Grammar

- Revision of verb forms
- Use of auxiliaries
- Forming nouns and gerunds
- Forming adjectives
- Verb forms in the narrative
- Continuous aspect in other tenses
- The passive
- *have/get* something done
- Perfect tenses in the past, present and future
- More about the Present perfect simple and continuous
- Use and non-use of articles
- Different ways of giving emphasis

Vocabulary

- Past and present time phrases
- Wordspot: *get*
- Wordspot: *life*
- Mishaps
- Qualities of mind
- Wordspot: *mind*
- Verb-noun combinations
- Wordspot: *first*

Pronunciation

- Strong and weak auxiliaries
- Sounding polite
- Word stress in nouns
- Sounding sympathetic
- Sentence stress
- Stress and intonation
- Question tags
- Stress for emphasis
- Intonation for giving advice

Yes. You will spend some time in class looking at techniques for independent learning. In the library there are many resources for you to use. Your teacher will show you these and other resources on the computers. It is a good idea to use the materials and study on your own – or even better, with other colleagues!

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- www.oup.com/elt/global/products/englishfile

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How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. Obviously, the system of levels has a similar rationale. It is therefore very important that you attend as regularly as possible and as punctually as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

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Welcome to Level 8 of the British Council English Language course!

This level aims to consolidate your proficiency in English at a more advanced level. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Many factors influence the rate at which you learn a language. However, as a guideline, by the end of Level 8, you should be able to agree with these statements:

Listening

- I can generally catch much of what is said around me, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. I can keep up with an animated conversation between native speakers.
- I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

- I can understand recordings in standard language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- I can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

Reading

- I can scan quickly through long and complex texts, locating relevant details. I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
- I can understand specialised articles outside my field, provided I can use a dictionary occasionally to confirm my interpretation of terminology. I can obtain information, ideas and opinions from highly specialised sources within my field.
- I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. I can understand in detail lengthy, complex texts, whether or not they relate to my own area of speciality, provided I can reread difficult sections.
- I can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. I can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.

Speaking

- I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments. I can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. I can express my ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
- I can summarise and give my opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.
- I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
- I can initiate speech, take my turn when appropriate and end conversation when I need to, though I may not always do this elegantly. I can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst thinking about what to say.
- I can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- I can produce stretches of language with a fairly even tempo. Although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses. I can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.

- I can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. I can express my ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
- I can help along the progress of the work by inviting others to join in, say what they think, etc. I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
- I can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession I am prepared to make.
- I can develop a clear description or narrative, expanding and supporting my main points with relevant supporting detail and examples.

Writing

- I can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. I can evaluate different ideas or solutions to a problem.
- I can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional mistakes.
- I can express news and views effectively in writing, and relate to those of others.
- I can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in my everyday life, getting across comprehensibly the points I feel are important.
- Also, you will have studied and practised the following language structures:

Grammar

- Relative clauses
- Quantifiers
- Gerund or infinitive?
- Different infinitive and gerund forms
- Modals and related verbs
- Past modals
- Review of future forms
- Future continuous and Future perfect
- Hypothetical situations in the present
- Hypothetical situations in the past
- Reporting people's exact words
- Verbs that summarise what people say

Vocabulary

- Events and celebrations
- Extreme adjectives
- Strange events
- Wordspot: wrong
- Wordspot: take

- The road to fame
- Wordspot: big and great
- Getting together
- Types of media
- Wordspot: speak and talk

Pronunciation

- Reading aloud
- Sounding polite
- Stress and weak forms of past modals
- Contractions
- Sentence stress
- Stress patterns
- Word stress in adjectives

Can I help myself in other ways?

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How do I progress to the next level?

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- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

Communicating concern: our complaints policy

Our aim is to deliver the highest quality learning experience in terms of personnel and resources for all our customers. We recognise too, that there will be occasions when you may have concerns you wish to communicate to us. The purpose of this document is to ensure the transparency of our procedures in these cases and to emphasise the importance we attach to listening to you.

1. Your **first** point of contact for pedagogic issues should always be your class teacher. It is part of his/her job to ensure that any feedback receives immediate attention. However, if after this stage you are still unsatisfied, please address your concerns to the Customer Service Manager on an individual basis. It is important we hear the point of view of particular customers.
2. We will then undertake a process of consultation by canvassing the views of the teacher, students and any other parties as necessary. Should the situation require it, observation of classroom practice may be carried out. Please note however, this may or may not include the class to which a particular customer belongs.
3. There will then be a process of evaluation during which we evaluate the evidence and arrive at a conclusion which we will communicate to you. Appropriate action will follow subsequently.

Please accept our assurances that the process will proceed in a rapid and professional manner.

Our Behaviour Policy

We expect our students to respect others and the British Council premises. Your teacher will outline our adult behaviour policy on the first day of term. This will also be displayed on the notice board of each classroom.

Welcome to Level 9 of the British Council English Language course!

This level is the first of two advanced level courses. It aims to extend your communicative ability to be able to interact with native speakers and authentic materials. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Many factors influence the rate at which you learn a language. However, as a guideline, by the end of Level 9, you should be able to agree with these statements:

Listening

- I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.

- I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.
- I can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.
- I can without too much effort understand films employing a considerable degree of slang and idiomatic usage.
- I can understand enough to follow extended speech on abstract and complex topics beyond my own field though I may need to confirm occasional details, especially if the accent is unfamiliar.

Reading

- I can understand fairly long demanding texts and summarise them orally.
- I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.
- I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.
- I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.
- I can read most correspondence with the occasional use of a dictionary.
- I can read contemporary literary texts with ease.

Speaking

- I can keep up with an animated conversation between native speakers.
- I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.
- I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.
- I can give clear, detailed descriptions of complex subjects.
- I can orally summarise long, demanding texts.
- I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.
- I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.
- I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.
- I can relate own contribution skilfully to those of other speakers.
- I can substitute an equivalent term for a word I can't recall without distracting the listener.

Writing

- I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.
- I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.
- I can give a detailed description of experiences, feelings and events in a personal letter.
- I can write formally correct letters, for example to complain or to take a stand in favour of or against something.
- I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.

Also, you will have studied and practised the following language structures:

Grammar

- Continuous verb forms
- Introducing points in an argument
- Perfect verb forms
- Cleft sentences
- Modals and related verb forms
- Abstract nouns and relative clauses
- Adjectives and adverbs
- Patterns with comparatives and superlatives
- Use and non-use of passive forms
- Particles which add meaning to verbs

Vocabulary

- Wordspot: World, earth, ground, floor
- Varieties of English
- Wordspot: Idioms with laugh, cry and tears
- Getting people to do things
- Wordspot: Idioms to do with the body
- Wordspot: Way

Can I help myself in other ways?

In order to fully benefit from the course, and to iron out any specific gaps in your knowledge of English, you also need to study outside the classroom. Our information centre contains a wealth of materials that you can use in the library, or borrow for home study. The materials have been colour-coded for easy access so look for the dark brown stickers. You'll find a list of available materials at the end of this letter.

Which books will I need to buy?

Your course book is **New Cutting Edge Advanced**. You need to buy the **student's book** and **workbook** but all other materials used in class are free.

How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. Obviously, the system of levels has a similar rationale. It is therefore very important that you attend as regularly and punctually as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

Communicating concern: our complaints policy

Our aim is to deliver the highest quality learning experience in terms of personnel and resources for all our customers. We recognise too, that there will be occasions when you may have concerns you wish to communicate to us. The purpose of this document is to ensure the transparency of our procedures in these cases and to emphasise the importance we attach to listening to you.

1. Your **first** point of contact for pedagogic issues should always be your class teacher. It is part of his/her job to ensure that any feedback receives immediate attention. However, if after this stage you are still unsatisfied, please address your concerns to the Customer Service Manager on an individual basis. It is important we hear the point of view of particular customers.
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3. There will then be a process of evaluation during which we evaluate the evidence and arrive at a conclusion which we will communicate to you. Appropriate action will follow subsequently.

Please accept our assurances that the process will proceed in a rapid and professional manner.

Our Behaviour Policy

We expect our students to respect others and the British Council premises. Your teacher will outline our adult behaviour policy on the first day of term. This will also be displayed on the notice board of each classroom.

Resources for Advanced level:

Dictionaries and Encyclopaedias

- BBC English Dictionary: Dictionary for the World Sinclair, John
- Brit Slang Puxley, Ray
- The Cambridge Encyclopaedia of Latin America and the Caribbean
- Thomas / Blakemore
- Collins Dictionary of Information and Technology Deeson, Eric
- Dictionary of Computing Longman
- Dictionary of Idioms Flavell, L / Flavell, R.H
- A Dictionary of Slang and Unconventional English Partridge/Beale
- A Dictionary of Statistical Terms Marriot, F.H.C.
- Encarta World English Dictionary Microsoft corporation
- English Pronouncing Dictionary Jones, Roach, Hartman, Setter
- Guinness Encyclopaedia Crofton, Ian
- The Hutchinson Dictionary of Computing, Multimedia and the Internet Hutchinson

- The Hutchinson Encyclopaedia Hutchinson
- Longman Dictionary of Scientific Usage Richards/Croft
- The Longman Encyclopaedia Briggs, Asa
- The Macmillan Encyclopaedia Isaacs, Alan
- The Oxford Companion to English Language Mc Arthur, Tom
- The Oxford Dictionary of Abbreviations OUP
- Oxford School A-Z of English: Good English Ayto, John
- Roget's Thesaurus Roget / Kirkpatrick
- Synonyms and Antonyms OUP
- World English Dictionary

Listening

- Academic Listening Encounters Sanabria, Kim
- Advanced Stories for Reproduction 1st Series L.A Hill
- Billy (Sound Recordings 1 And 2) Pamela Stephenson
- Double Take 3 (Sound Recording 1 and 2) Collie, Joanne
- Double Take: Skills Training and Language Practice 3 Collie, Joanne
- Harry Potter and the Chamber of Secrets – Read by
Stephen Fry
- Rowling J.K
- Harry Potter and the Goblet of Fire Rowling J.K
- Harry Potter and The Order of The Phoenix Rowling J.K
- Harry Potter and The Philosopher's Stone Rowling J.K
- An Ice Cream War (Sound Recordings 1 And 2) Boyd, William
- Listening Advanced (Sound Recordings 1 And 2 Revell / Breary / Barry
- Listening 4 Doff / Jones
- Listening Extra Craven, Miles
- The Long Firm (Sound Recording) Arnott / Bulloch
- Short Stories for Creative Language Classrooms
(Sound Recording)
- Collie / Slater

Reading

Any books from the resource centre that are of interest and:

- Britain O'Driscoll / James
- Britain in Focus Kimkpton / Lawrence
- Chapter and Verse: An Interactive Approach to
Literature (With Sound Recording)
- McCrae, John
- A Course in English Language and Literature Lott, Bernard
- Double Take: Skills Training and Language Practice Collie / Strange
- Faces of Britain (With Sound Recording) Laird, Elizabeth
- The Empty Safe Himmelstrup, Kaj
- Focus on Britain Today Lavery, Clare

- Improve Your Reading Fry, Ronald. W
- Language Through Literature Basnett-McGuire / Grundy
- Literature Advanced (With Sound Recording) Bowler, Bill
- Past Into Present: An Anthology of British and American Literature (With Sound Recording)
- Gower, Roger
- Paths Into Poetry (With Sound Recording) Porter Ladousse / Collie
- Nelson Mandela Akinyemi, Rowena
- Reading Scott, Rosemary
- Reading Porter-Ladousse, Gillian
- Reading Tomlinson / Ellis
- Reading Literature Driscoll, Liz
- Short and Sweet Maley, Alan
- The Speed Reading Book Buzan, Tony
- Study Reading Glendenning / Holmstrom
- Test Your Reading Dean, Michael

Vocabulary

- Advanced Vocabulary in Context Watson, David
- Check Your Vocabulary for Academic Purposes Porter, David
- Check Your Vocabulary for Law Riley, David
- Check Your Vocabulary for Medicine Riley, David
- Collins COBUILD Business Vocabulary in Practice Robbins / Horrod
- English Vocabulary In Use McCarthy / O'Dell
- Successful Vocabulary for First Certificate Whitney, Norman
- Vocabulary In Practice 4 Pye, Glennis

Pronunciation and Speaking

- Advanced Stories for Reproduction 1st Series (Sound Recording 1 and 2), Hill. L.A
- Collins Complete Guide to Public Speaking Lamerton, Jacey
- Elements of Pronunciation (Sound Recordings 1,2,3 and 4), Mortimer, Colin
- Headway Upper Intermediate Pronunciation (Sound Recordings 1,2 and 3), Cunningham / Bowler
- Pronunciation for Advanced Learners of English (Sound Recordings 1 and 2) Brazil, David
- Speaking Advanced (Sound Recordings 1 and 2) Black / McNorton
- Speaking Effectively: Developing Speaking Skills for Comfort, Jeremy
- Business English
- Speaking Extra Gammidge, Mick

Grammar

- Advanced English Grammar In Use: With Answers Hewings, Martin
- Advanced Language Practice With Key Vince, Michael
- Collins COBUILD Idioms Workbook Collins Cobuild
- English as a Foreign Language Stevens / Vallecillo / Bismarck
- English Idioms: Exercises on Idioms Seidl, Jennifer
- English Idioms: Exercises on Phrasal Verbs Siedl, Jennifer
- English Grammar In Context: Upper Intermediate and Advanced: Carter / Hughes / McCarthy
- Grammar And Meaning: A Semantic Approach to Grammar: Jackson, Howard
- Grammar Spectrum Coe, Norman
- The Language Toolkit Law Jonathan
- Longman Advanced Grammar Louis / George
- Meaning and the English Verb Leech Geoffrey
- Oxford Guide to English Grammar Eastwood, John
- Oxford Practice Grammar Eastwood, John
- Phrasal Verbs and Idioms Dainty, Peter
- Study Tasks in English Walters / Waters
- Test Your English Idioms Watcyn – Jones, Peter
- Test Your Phrasal Verbs Allsop, Jake
- Working with English Prepositions Hall, Diane

CDROMs

- Tensebuster Advanced
- Network English Advanced
- Mindgame Advanced
- Study Skills Success
- Similar Sounds
- Stress and Rhythm
- Word & Phrasal Stress

Websites

- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/cuttingedge/students/index.html>
- www.bbc.co.uk/worldservice/learningenglish/index

Welcome to Level 10 of the British Council English Language course

This level is the second of two advanced level courses. It aims to extend your communicative ability to be able to interact with native speakers and authentic materials. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Whilst many factors affect the rate at which you learn a language, by the end of level 10 you should be able to agree with these statements:

Listening

- I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.

- I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.
- I can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.
- I can, without too much effort, understand films employing a considerable degree of slang and idiomatic usage.

Reading

- I can understand fairly long demanding texts and summarise them orally.
- I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.
- I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.
- I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.
- I can read any correspondence with occasional use of a dictionary.
- I can read contemporary literary texts with ease.
- I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.
- I can recognise the social, political or historical background of a literary work.

Speaking

- I can keep up with an animated conversation between native speakers.
- I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.
- I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.
- I can use linguistic resources to ascertain veracity or otherwise of information.
- I can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex and unfamiliar topics.
- I can give clear, detailed descriptions of complex subjects.
- I can orally summarise long, demanding texts.
- I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.
- I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.
- I can outline an issue or problem clearly, speculating about causes and consequences and weighing advantages and disadvantages.

- I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.
- I can relate own contribution skilfully to those of other speakers.
- I can substitute an equivalent term for a word I can't recall without distracting the listener.

Writing

- I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.
- I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.
- I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.
- I can put together information from different sources and relate it in a coherent summary.
- I can give a detailed description of experiences, feelings and events in a personal letter.
- I can write formally correct letters, for example to complain or to take a stand in favour of or against something.
- I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.
- I can select a style appropriate to the reader in mind.
- Also, you will have studied and practised the following language structures:

Grammar

- Time and tense
- Inversion with negative adverbials
- Infinitives and '-ing' forms
- Describing typical habits
- Compound phrases
- Adverbs
- Adding emphasis with auxiliaries
- Future forms
- Describing trends
- Noun phrases
- Ellipsis and substitution
- Patterns with *as...as* + verb

Vocabulary

- Expressing quantities imprecisely
- Wordspot: *Just*
- Comment adverbials
- Wordspot: *Well*
- Computer terms
- Expressing surprise and disbelief

Can I help myself in other ways?

In order to fully benefit from the course, and to iron out any specific gaps in your knowledge of English, you need to study outside the classroom. Our information centre contains a wealth of materials that you can use in the library, or borrow for home study. The materials have been colour-coded for easy access so look for the dark brown stickers.

You will find a list of available materials at the end of this letter.

Which books will I need to buy?

Your course book is **Cutting Edge Advanced**. You need to buy the **student's book** and **workbook** if you haven't already done level 9, but all other materials used in class are free.

How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. Obviously, the system of levels has a similar rationale. It is therefore very important that you attend as regularly and punctually as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

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- The Cambridge Encyclopaedia of Latin America and the Caribbean Thomas / Blakemore
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- Dictionary of Computing Longman
- Dictionary of Idioms Flavell, L / Flavell, R.H
- A Dictionary of Slang and Unconventional English Partridge/Beale
- A Dictionary of Statistical Terms Marriot, F.H.C.
- Encarta World English Dictionary Microsoft corporation
- English Pronouncing Dictionary Jones, Roach, Hartman, Setter
- Guinness Encyclopaedia Crofton, Ian
- The Hutchinson Dictionary of Computing, Multimedia and the Internet Hutchinson
- The Hutchinson Encyclopaedia Hutchinson

- Longman Dictionary of Scientific Usage Richards/Croft
- The Longman Encyclopaedia Briggs, Asa
- The Macmillan Encyclopaedia Isaacs, Alan
- The Oxford Companion to English Language Mc Arthur, Tom
- The Oxford Dictionary of Abbreviations OUP
- Oxford School A-Z of English: Good English Ayto, John
- Roget's Thesaurus Roget / Kirkpatrick
- Synonyms and Antonyms OUP
- World English Dictionary

Listening

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- Harry Potter and the Goblet of Fire Rowling J.K
- Harry Potter and The Order of The Phoenix Rowling J.K
- Harry Potter and The Philosopher's Stone Rowling J.K
- An Ice Cream War (Sound Recordings 1 And 2) Boyd, William
- Listening Advanced (Sound Recordings 1 And 2 Revell / Breary / Barry
- Listening 4 Doff / Jones
- Listening Extra Craven, Miles
- The Long Firm (Sound Recording) Arnott / Bulloch
- Short Stories for Creative Language Classrooms (Sound Recording) Collie / Slater

Reading

Any books from the resource centre that are of interest and:

- Britain O'Driscoll / James
- Britain in Focus Kimpton / Lawrence
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- A Course in English Language and Literature Lott, Bernard
- Double Take: Skills Training and Language Practice Collie / Strange
- Faces of Britain (With Sound Recording) Laird, Elizabeth
- The Empty Safe Himmelstrup, Kaj
- Focus on Britain Today Lavery, Clare
- Improve Your Reading Fry, Ronald. W
- Language Through Literature Basnett-McGuire / Grundy
- Literature Advanced (With Sound Recording) Bowler, Bill
- Past Into Present: An Anthology of British and American Literature (With Sound Recording) Gower, Roger
- Paths Into Poetry (With Sound Recording) Porter Ladousse / Collie

- Nelson Mandela Akinyemi, Rowena
- Reading Literature Driscoll, Liz
- Short and Sweet Maley, Alan
- The Speed Reading Book Buzan, Tony
- Study Reading Glendenning / Holmstrom
- Test Your Reading Dean, Michael

Vocabulary

- Advanced Vocabulary in Context Watson, David
- Check Your Vocabulary for Academic Purposes Porter, David
- Check Your Vocabulary for Law Riley, David
- Check Your Vocabulary for Medicine Riley, David
- Collins COBUILD Business Vocabulary in Practice Robbins / Horrod
- English Vocabulary In Use McCarthy / O'Dell
- Successful Vocabulary for First Certificate Whitney, Norman
- Vocabulary In Practice 4 Pye, Glennis

Pronunciation and Speaking

- Advanced Stories for Reproduction 1st Series (Sound Recording 1 and 2) Hill. L.A
- Elements of Pronunciation (Sound Recordings 1,2,3 and 4) Mortimer, Colin
- Headway Upper Intermediate Pronunciation (Sound Recordings 1,2 and 3) Cunningham / Bowler
- Pronunciation for Advanced Learners of English (Sound Recordings 1 and 2) Brazil, David
- Speaking Advanced (Sound Recordings 1 and 2) Black / McNorton
- Speaking Effectively: Developing Speaking Skills for Business English Comfort, Jeremy
- Speaking Extra Gammidge, Mick

Grammar

- Advanced English Grammar In Use: With Answers Hewings, Martin
- Advanced Language Practice With Key Vince, Michael
- Collins COBUILD Idioms Workbook Collins Cobuild
- English as a Foreign Language Stevens / Vallecillo / Bismarck
- English Idioms: Exercises on Idioms Seidl, Jennifer
- English Idioms: Exercises on Phrasal Verbs Siedl, Jennifer
- English Grammar In Context:Upper Intermediate and Advanced Carter / Hughes / McCarthy
- Grammar Spectrum Coe, Norman
- The Language Toolkit Law Jonathan
- Longman Advanced Grammar Louis / George
- Meaning and the English Verb Leech Geoffrey
- Oxford Guide to English Grammar Eastwood, John
- Oxford Practice Grammar Eastwood, John
- Phrasal Verbs and Idioms Dainty, Peter

- Study Tasks in English Walters / Waters
- Test Your English Idioms Watcyn –Jones, Peter
- Test Your Phrasal Verbs Allsop, Jake
- Working with English Prepositions Hall, Diane

CDROMs

- Tensebuster Advanced
- Network English Advanced
- Mindgame Advanced
- Study Skills Success
- Similar Sounds
- Stress and Rhythm
- Word & Phrasal Stress

Websites

- <http://www.britishcouncil.org/learnenglish>
- <http://www.pearsonlongman.com/cuttingedge/students/index.html>
- www.bbc.co.uk/worldservice/learningenglish/index.shtml
- www.oup.com/elt/global/products/headway/
- www.oup.com/elt/global/products/englishfile

Welcome to Level 11 of the British Council English Language course!

This level is the first of the two highest level advanced courses that we currently offer. It aims to further broaden your ability to communicate with native speakers and deal with authentic materials. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Whilst many factors affect the rate at which you learn a language, by the end of level 11 you should be able to agree with these statements:

Listening

- I can keep up with an animated conversation between native speakers.
- I can understand a wide range of recorded and broadcast audio material, including some nonstandard usage, and I can identify finer points of detail including implicit attitudes and relationships between speakers.

- I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence my ability to understand.

Reading

- I can obtain information, ideas and opinions from highly specialised sources within my field.
- I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
- I can understand in detail lengthy, complex texts, whether or not they relate to my own area of specialty, provided I can reread difficult sections.
- I can summarise long, demanding texts.

Speaking

- I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- I can take an active part in an informal discussion in familiar contexts, commenting, putting my point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- I can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- I can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
- I can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
- I can express myself fluently and spontaneously, almost effortlessly only hindered by a conceptually difficult subject.
- I can plan what is to be said and the means to say it, considering the effect on the recipient/s.

Writing

- I can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
- I can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
- I can take detailed notes during a lecture on topics in my field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.

Language Competence

- I can qualify opinions and statements precisely in relation to degrees of, for example, certainty / uncertainty, belief/doubt, likelihood, etc.
- I can select a suitable phrase from a readily available range of discourse functions to preface my remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
- I can consistently maintain a high degree of grammatical accuracy.
- I can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
- I can use a broad lexical repertoire which includes a good command of idiomatic expressions and colloquialisms.

Also, you will have studied and practised the following language structures:

Grammar

- Tense review (perfect and continuous)
- Expressions with future meaning
- Future in the past
- Passive forms
- Register
- Relative clauses and relative pronouns
- Use of articles
- Singular, plural or uncountable?
- Determiners, pronouns and quantifiers
- Necessity, prohibition, advice, permission
- Ability, possibility/probability, deduction
- Intention, willingness, characteristics
- Alternative to modals
- Word-formation review
- Noun clauses
- Modifying gradable and ungradable adjectives
- Conditionals
- Alternatives to *if* and omission of *if*

Vocabulary

- Expressions with *on*
- Phrasal verbs
- Collocations: verbs+ nouns, adjectives + nouns
- Near synonyms
- Ways of touching
- Word formation: nouns
- Collocation: adjectives + nouns
- Idiomatic expressions
- Expressions that give emphasis

- Prepositions
- Expressions that are easily confused
- Words for eating and drinking

Can I help myself in other ways?

In order to fully benefit from the course, and to iron out any specific gaps in your knowledge of English, you need to study outside the classroom. Our information centre contains a wealth of materials that you can use in the library, or borrow for home study. The materials have been colour-coded for easy access so look for the dark black stickers.

You will find a list of available materials at the end of this letter.

Which books will I need to buy?

Your course book is **Advanced Expert CAE**. You need to buy the **student's book** and **workbook**, but all other materials used in class are free.

How important is regular attendance?

The British Council English Language course is progressive. Often what happens in one lesson depends on the last one as teachers identify areas of need. Obviously, the system of levels has a similar rationale. It is therefore very important that you attend as regularly and punctually as possible to maintain your own development and that of other students. Failure to attend at least 75% of the course may mean you will have to repeat a term.

How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of a term / level you will progress to the next term / level.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

Communicating concern: our complaints policy

Our aim is to deliver the highest quality learning experience in terms of personnel and resources for all our customers. We recognise too, that there will be occasions when you may have concerns you wish to communicate to us. The purpose of this document is to ensure the transparency of our procedures in these cases and to emphasise the importance we attach to listening to you.

1. Your **first** point of contact for pedagogic issues should always be your class teacher. It is part of his/her job to ensure that any feedback receives immediate attention. However, if after this stage you are still unsatisfied, please address your concerns to the Customer Service Manager on an individual basis. It is important we hear the point of view of particular customers.
2. We will then undertake a process of consultation by canvassing the views of the teacher, students and any other parties as necessary. Should the situation require it, observation of classroom practice may be carried out. Please note however, this may or may not include the class to which a particular customer belongs.
3. There will then be a process of evaluation during which we evaluate the evidence and arrive at a conclusion which we will communicate to you. Appropriate action will follow subsequently.

Please accept our assurances that the process will proceed in a rapid and professional manner.

Our Behaviour Policy

We expect our students to respect others and the British Council premises. Your teacher will outline our adult behaviour policy on the first day of term. This will also be displayed on the notice board of each classroom.

Resources for Advanced level

Dictionaries and Encyclopaedias

- BBC English Dictionary: Dictionary for the World Sinclair, John
- Brit Slang Puxley, Ray
- The Cambridge Encyclopaedia of Latin America and the Caribbean Thomas / Blakemore
- Collins Dictionary of Information and Technology Deeson, Eric
- Dictionary of Computing Longman
- Dictionary of Idioms Flavell, L / Flavell, R.H
- A Dictionary of Slang and Unconventional English Partridge/Beale
- A Dictionary of Statistical Terms Marriot, F.H.C.
- Encarta World English Dictionary Microsoft corporation

- English Pronouncing Dictionary Jones, Roach, Hartman, Setter
- Guinness Encyclopaedia Crofton, Ian
- The Hutchinson Dictionary of Computing, Multimedia and the Internet Hutchinson
- The Hutchinson Encyclopaedia Hutchinson
- Longman Dictionary of Scientific Usage Richards/Croft
- The Longman Encyclopaedia Briggs, Asa
- The Macmillan Encyclopaedia Isaacs, Alan
- The Oxford Companion to English Language Mc Arthur, Tom
- The Oxford Dictionary of Abbreviations OUP
- Oxford School A-Z of English: Good English Ayto, John
- Roget's Thesaurus Roget / Kirkpatrick
- Synonyms and Antonyms OUP

Listening

- Academic Listening Encounters Sanabria, Kim
- Advanced Stories for Reproduction 1st Series L.A Hill
- Billy (Sound Recordings 1 And 2) Pamela Stephenson
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- Listening Advanced (Sound Recordings 1 And 2 Revell / Breary / Barry
- Listening 4 Doff / Jones
- Listening Extra Craven, Miles
- The Long Firm (Sound Recording) Arnott / Bulloch
- Short Stories for Creative Language Classrooms (Sound Recording) Collie / Slater

Reading

Any books from the resource centre that are of interest and:

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- Britain in Focus Kimkpton / Lawrence
- Chapter and Verse: An Interactive Approach to Literature (With Sound Recording) McCrae, John
- A Course in English Language and Literature Lott, Bernard
- Double Take: Skills Training and Language Practice Collie / Strange
- Faces of Britain (With Sound Recording) Laird, Elizabeth
- The Empty Safe Himmelstrup, Kaj
- Focus on Britain Today Lavery, Clare
- Improve Your Reading Fry, Ronald. W
- Language Through Literature Basnett-McGuire / Grundy
- Literature Advanced (With Sound Recording) Bowler, Bill

- Past Into Present: An Anthology of British and American Literature (With Sound Recording)
- Gower, Roger
- Paths Into Poetry (With Sound Recording) Porter Ladousse / Collie
- Nelson Mandela Akinyemi, Rowena
- Reading Scott, Rosemary
- Reading Porter-Ladousse, Gillian
- Reading Tomlinson / Ellis
- Reading Literature Driscoll, Liz
- Short and Sweet Maley, Alan
- The Speed Reading Book Buzan, Tony
- Study Reading Glendenning / Holmstrom
- Test Your Reading Dean, Michael

Vocabulary

- Advanced Vocabulary in Context Watson, David
- Check Your Vocabulary for Academic Purposes Porter, David
- Check Your Vocabulary for Law Riley, David
- Check Your Vocabulary for Medicine Riley, David
- Collins COBUILD Business Vocabulary in Practice Robbins / Horrod
- English Vocabulary In Use McCarthy / O'Dell
- Vocabulary In Practice 4 Pye, Glennis

Pronunciation and Speaking

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- Collins Complete Guide to Public Speaking Lamerton, Jacey
- Elements of Pronunciation (Sound Recordings 1,2,3 and 4) Mortimer, Colin
- Headway Upper Intermediate Pronunciation (Sound Recordings 1,2 and 3) Cunningham / Bowler
- Pronunciation for Advanced Learners of English (Sound Recordings 1 and 2) Brazil, David
- Speaking Advanced (Sound Recordings 1 and 2) Black / McNorton
- Speaking Effectively: Developing Speaking Skills for Business English Comfort, Jeremy
- Speaking Extra Gammidge, Mick

Grammar

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- Advanced Language Practice With Key Vince, Michael
- Collins COBUILD Idioms Workbook Collins Cobuild
- English as a Foreign Language Stevens / Vallecillo / Bismarck
- English Idioms: Exercises on Idioms Seidl, Jennifer
- English Idioms: Exercises on Phrasal Verbs Siedl, Jennifer
- English Grammar In Context:Upper Intermediate and Advanced Carter / Hughes / McCarthy

- Grammar And Meaning: A Semantic Approach to Grammar Jackson, Howard
- Grammar Spectrum Coe, Norman
- The Language Toolkit Law Jonathan
- Longman Advanced Grammar Louis / George
- Meaning and the English Verb Leech Geoffrey
- Oxford Guide to English Grammar Eastwood, John
- Oxford Practice Grammar Eastwood, John
- Phrasal Verbs and Idioms Dainty, Peter
- Study Tasks in English Walters / Waters
- Test Your English Idioms Watcyn –Jones, Peter
- Test Your Phrasal Verbs Allsop, Jake
- Working with English Prepositions Hall, Diane

CDROMs

- Tensebuster Advanced
- Network English Advanced
- Mindgame Advanced
- Study Skills Success
- Similar Sounds
- Stress and Rhythm
- Word & Phrasal Stress
- IELTS Self-Study
- Exam tutor CAE

Websites

- <http://www.britishcouncil.org/learnenglish>
- www.bbc.co.uk/worldservice/learningenglish/index.shtml
- www.oup.com/elt/global/products/headway/
- www.oup.com/elt/global/products/englishfile
- www.longman.com/cuttingedge/students/index

Welcome to Level 12 of the British Council English Language course!

This level is the second of the two highest level advanced courses that we currently offer. It aims to further broaden your ability to communicate with native speakers and deal with authentic materials. It also serves as a platform from which you can consider taking an external examination such as IELTS (International English Language Testing System), which is recognized worldwide.

How is this done?

We will help you develop your proficiency in speaking, listening, reading and writing through a "Communicative" approach to learning. This emphasises promoting authentic communication and using the language to do the kind of things you would in real life. You will also be encouraged to learn more efficiently in and out of class. We will do this by looking at different learning strategies and techniques. There is a well-stocked library where you can supplement your learning through self-access.

What are the lessons like?

You will be taught by a fully-qualified English teaching professional and there will be a maximum of 16 students in your class. You will do a lot of speaking activities in pairs and groups to use all your existing knowledge of English. This way you will be helping and learning from other students. The teacher will support these activities by providing input on grammar, vocabulary and pronunciation. There may be some reading and writing development but most long pieces of reading and writing will be done as homework. Your contribution to the class is an important part of the learning process for everyone. All our courses make use of multi-media resources including internet, CD-ROM and video.

What about homework?

Your teacher will assign homework on a regular basis, either to consolidate and provide extra practice of what you have studied in class, or in preparation for the next class. The assessed written assignments may also be given as homework. It is essential for your learning and for your contribution to future classes that you do the homework set by the teacher.

What am I going to learn?

Many factors will influence how quickly you learn a language. However, as a guideline, by the end of level 12 you should be able to agree with these 'can do' statements:

Listening

- I can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
- I can keep up with an animated conversation between native speakers.

- I can use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

Reading

- I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
- I can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
- I can understand any correspondence given the occasional use of a dictionary.
- I can use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

Speaking

- I can take an active part in informal discussion in familiar contexts, commenting, putting my point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- I can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
- I can give clear, smoothly flowing, elaborate and often memorable descriptions.
- I can develop a clear argument, expanding and supporting my points of view at some length with subsidiary points and relevant examples.
- I can plan what is to be said and the means to say it, considering the effect on the recipient/s.

Writing

- I can express myself with clarity and precision, relating to the addressee flexibly and effectively.
- I can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
- I can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.
- I can express myself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.
- I can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.

Language Competence

- I can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
- I can select a suitable phrase from a readily available range of discourse functions to preface my remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
- I can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
- I can maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others reactions).
- I can consistently use correct and appropriate vocabulary.
- I can reformulate ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.
- I can use a broad range of lexis including idiomatic expressions and colloquialisms; and have an awareness of connotative levels of meaning.

Also, you will have studied and practised the following language structures:

Grammar

- Emphasis with *What, the thing that (the place where, the reason why, etc.)*
- Emphasis with *It + be*
- Verb + '-ing' or infinitive; Verb + object + toinfinitive;
- Verb + '-ing' form/infinitive with a change in meaning
- Past tenses for hypothetical meanings
- *Wish, if only* and other expressions
- Emphasis using negative introductory expressions
- Emphasis through fronting parts of the sentence
- Comparatives and superlatives
- Other ways of making comparisons
- Patterns after reporting verbs
- Impersonal report structures
- Participle and *to*-infinitive clauses
- Nouns, adjectives, verbs + prepositions
- Prepositions + -ing verb
- Confusing pairs

Vocabulary

- Expressing opinions about the future
- Word formation: suffixes
- Motivation
- Rephrasing
- Idiomatic phrases and collocations
- Words that are easily confused
- Using hyphens

- Verb phrases
- Word formation
- Similar meanings
- Sounds
- Animal idioms
- Noun + preposition + noun phrases
- Prefixes

Can I help myself in other ways?

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How important is regular attendance?

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How do I progress to the next level?

The British Council, Caracas offers General English courses for adults from Beginners level to level 12 (Advanced). Each level is divided into A and B terms of eight weeks (36 hours) each. On successful completion of level 12A you will progress to level 12B. Level 12 is currently the highest level that the British Council offers.

How am I evaluated?

You will be assessed throughout the course on the four language skills (reading, writing, listening and speaking) as well as grammar and vocabulary. Your teacher will use your test results to provide evidence of whether you are capable of progressing to the next level and he/she will indicate this by awarding you one of the following overall grades at the end of the course:

- A: Very good for the level
- B: Good for the level
- C: Pass
- RT: Retake

You will be expected to gain at least a grade C in all your tests in order to gain an overall pass. However, if you fail a test your teacher can, at his/her discretion, pass you to the next level if he/she thinks you will be able to cope.

If your teacher thinks you might fail a level then he/she will inform you halfway through the course and provide constructive guidance to help you improve.

We hope that you enjoy your course and that you do well in this level.

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- Dictionary of Computing Longman
- Dictionary of Idioms Flavell, L / Flavell, R.H
- A Dictionary of Slang and Unconventional English Partridge/Beale
- A Dictionary of Statistical Terms Marriot, F.H.C.
- Encarta World English Dictionary Microsoft corporation
- English Pronouncing Dictionary Jones, Roach, Hartman, Setter
- Guinness Encyclopaedia Crofton, Ian
- The Hutchinson Dictionary of Computing, Multimedia and the Internet Hutchinson
- The Hutchinson Encyclopaedia Hutchinson
- Longman Dictionary of Scientific Usage Richards/Croft
- The Longman Encyclopaedia Briggs, Asa
- The Macmillan Encyclopaedia Isaacs, Alan
- The Oxford Companion to English Language Mc Arthur, Tom
- The Oxford Dictionary of Abbreviations OUP
- Oxford School A-Z of English: Good English Ayto, John
- Roget's Thesaurus Roget / Kirkpatrick
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- Harry Potter and The Order of The Phoenix Rowling J.K
- Harry Potter and The Philosopher's Stone Rowling J.K
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- Listening Advanced (Sound Recordings 1 And 2 Revell / Breary / Barry
- Listening 4 Doff / Jones
- Listening Extra Craven, Miles
- The Long Firm (Sound Recording) Arnott / Bulloch
- Short Stories for Creative Language Classrooms (Sound Recording) Collie / Slater

Reading

Any books from the resource centre that are of interest and:

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- Double Take: Skills Training and Language Practice Collie / Strange
- Faces of Britain (With Sound Recording) Laird, Elizabeth
- The Empty Safe Himmelstrup, Kaj
- Focus on Britain Today Lavery, Clare
- Improve Your Reading Fry, Ronald. W
- Language Through Literature Basnett-McGuire / Grundy
- Literature Advanced (With Sound Recording) Bowler, Bill
- Past Into Present: An Anthology of British and American Literature (With Sound Recording)
- Gower, Roger
- Paths Into Poetry (With Sound Recording) Porter Ladousse / Collie
- Nelson Mandela Akinyemi, Rowena
- Reading Scott, Rosemary
- Reading Porter-Ladousse, Gillian
- Reading Tomlinson / Ellis
- Reading Literature Driscoll, Liz
- Short and Sweet Maley, Alan
- The Speed Reading Book Buzan, Tony
- Study Reading Glendenning / Holmstrom
- Test Your Reading Dean, Michael

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- Check Your Vocabulary for Medicine Riley, David
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- Vocabulary In Practice 4 Pye, Glennis

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- Network English Advanced
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- Similar Sounds
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- Word & Phrasal Stress
- IELTS Self-Study
- Exam tutor CAE

Websites

- <http://www.britishcouncil.org/learnenglish>
- www.bbc.co.uk/worldservice/learningenglish/index.shtml
- www.oup.com/elt/global/products/headway/
- www.oup.com/elt/global/products/englishfile
- www.longman.com/cuttingedge/students/index