

LISTENING		
LEVEL	GOALS	OBJECTIVES
A2	By the end of this level, students can understand enough to meet concrete needs, provided people speak clearly and slowly.	To reach the goal, students can 1. Understand Basic Social and Everyday Exchanges ● Identify the general topic of discussion in conversations conducted slowly and clearly. ● Recognize agreement or disagreement in slow, clear conversations. ● Follow short, simple social exchanges delivered clearly and slowly. ● Understand, in interviews or conversations, what people say about their free time, likes, and dislikes when spoken slowly and clearly. 2. Follow Simple Announcements and Presentations ● Catch the main point in short, clear, simple messages and announcements. ● Understand straightforward announcements (e.g., a cinema programme or transport delays), provided they are delivered clearly and slowly. ● Extract key information from short broadcasts (e.g., weather forecasts, concert announcements, sports results), if speech is clear and predictable. ● Follow the outline of simple information in predictable situations (e.g., on a guided tour: "This is where the President lives."). ● Understand the main points of a very simple, well-structured presentation or demonstration, especially if supported with visuals, examples, or repetition. 3. Understand Instructions and Directions ● Understand basic instructions involving times, dates, numbers, and routine classroom or task-related procedures. ● Understand simple directions on how to get from one place to another, on foot or using public transport. ● Follow a series of clear, simple instructions related to familiar activities (e.g., sports, cooking), provided they are delivered slowly and clearly.

LISTENING		
LEVEL	GOALS	OBJECTIVES
B1	By the end of this level, students can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.	To reach the goal, students will be able to 1. Understand Everyday Conversations and Discussions - Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety. - Generally follow the main points of extended discussions around them, if delivered clearly. 2. Comprehend Monologues and Talks - Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly. - Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety. - Distinguish between main ideas and supporting details in standard lectures on familiar subjects, if clearly articulated. 3. Understand Public and Technical Announcements - Understand public announcements at airports, stations, planes, buses, and trains when clearly articulated and minimally affected by background noise. - Follow detailed directions. - Understand simple technical information such as operating instructions for everyday equipment. 4. Follow Stories, News, and Broadcasts - Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear. - Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly. - Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.

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B1+	By the end of this level, students can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.	To reach the goal, students will be able to 1. Follow Conversations and Extended Discourse ● Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. ● Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. 2. Understand Arguments and Points of View ● Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. ● Recognize the speaker’s point of view and distinguish it from factual information being reported. 3. Distinguish Main Ideas and Details ● Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. 4. Comprehend Recorded and Broadcast Material ● Understand the information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language.

LISTENING		
LEVEL	GOALS	OBJECTIVES
B2	By the end of this level, students can understand spoken language on both familiar and unfamiliar topics in various contexts, even when linguistically complex.	To reach the goal, students will be able to 1. Understand Complex Arguments and Points of View ● Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety. ● Follow complex lines of argument in clearly articulated lectures, especially on reasonably familiar topics. ● Recognize and understand points of view expressed on current topics or within their specialised field, provided the talk is delivered in standard language or a familiar variety. ● Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. 2. Follow Extended Discourse ● Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. ● Understand detailed instructions well enough to follow them successfully.

READING		
LEVEL	GOALS	OBJECTIVES
A2	By the end of this level, students can understand short, simple texts on familiar matters of a concrete type, which consist of high-frequency everyday or job-related language.	To reach the goal, students will be able to 1. Understand Simple Personal and Formal Texts • Understand very simple formal emails and letters (e.g., booking confirmations, enquiries, online purchases). • Understand simple personal letters, emails, or posts about familiar subjects (friends, family) and questions on these topics. • Understand most of what people say about themselves in personal ads or posts, including likes and preferences. 2. Locate Specific Information in Everyday Texts • Locate specific information in lists and isolate required details (e.g., using the Yellow Pages to find a service). • Find specific, predictable information in everyday materials such as advertisements, prospectuses, menus, reference lists, and timetables. • Identify specific information in simpler material like letters, brochures, and short news articles describing events. • Find specific information in practical, concrete, and predictable texts such as travel guidebooks and recipes, when language is simple. 3. Understand Short Descriptions and Reports • Understand the main information in short, simple descriptions of goods in brochures and websites (e.g., portable digital devices, cameras). • Understand a short factual description or report within their own field, provided it uses simple language without unpredictable details. • Understand short narratives and descriptions of someone's life composed in simple language. 4. Read and Follow Instructions and Regulations • Follow simple recipes, especially with pictures illustrating key steps. • Understand simple regulations such as safety instructions, when expressed clearly. 5. Comprehend Everyday Signs, Notices, and Short Texts • Understand everyday signs and notices in public places (streets, restaurants, stations) and workplaces (directions, instructions, hazard warnings). • Understand texts describing people, places, everyday life, and culture that use simple language. • Understand main points in short news items on topics of personal interest (e.g., sport, celebrities). • Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). 6. Use Reading Strategies • Exploit recognition of known words or signs to deduce the meaning of unfamiliar words or signs in short expressions used in routine everyday contexts.

READING		
LEVEL	GOALS	OBJECTIVES
B1	By the end of this level, students can read straightforward factual texts related to their field and interests with satisfactory comprehension.	To reach the goal, students will be able to 1. Understand Routine and Personal Correspondence - Understand basic types of standard routine letters and faxes (e.g., enquiries, orders, letters of confirmation) on familiar topics. - Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences. - Understand standard formal correspondence and online postings within their professional area of interest. - Understand descriptions of events, feelings, and wishes in personal letters well enough to maintain regular correspondence (e.g., with a pen friend). 2. Locate and Interpret Information in Everyday Materials - Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. - Recognize significant points in straightforward news articles on familiar subjects. - Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal. 3. Follow Narratives and Longer Texts - Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use. - Understand travel diaries describing events, experiences, and discoveries during a journey. - Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language. 4. Use Reading Strategies for Comprehension - Deduce probable meanings of unknown words or signs by identifying constituent parts such as roots, lexical elements, prefixes, and suffixes. - Follow a line of argument or sequence of events by focusing on common logical connectors (e.g., however, because) and temporal connectors (e.g., after that, beforehand). - Make basic inferences or predictions about text content from headings, titles, or headlines. - Identify agreement, disagreement, or uncertainty expressed in texts.

READING		
LEVEL	GOALS	OBJECTIVES
B1+	By the end of this level, students can read straightforward factual texts related to their field and interests with satisfactory comprehension.	To reach the goal, students will be able to 1. Manage Formal and Informal Correspondence - Understand formal correspondence on less familiar subjects well enough to redirect it appropriately. - Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters. 2. Scan and Extract Information from Texts - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. - Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task. 3. Understand Various Text Types and Media - Understand straightforward, factual texts related to their interests or studies. - Read newspaper or magazine accounts of cultural events (films, books, concerts) aimed at a wider audience and grasp main points. 4. Use Context and Language Features for Comprehension - Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. - Differentiate facts from opinions in texts. - Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas.

READING		
LEVEL	GOALS	OBJECTIVES
B2	By the end of this level, students 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.	To reach the goal, students will be able to 1. Understand Complex and Informal Texts • Understand personal emails or postings, even when some colloquial language is used. • Scan long and complex texts to locate relevant details efficiently. 2. Recognize Text Structures and Tone • Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. • Determine the tone of texts, identifying whether the author is for or against a particular viewpoint. 3. Use Comprehension Strategies • Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension. 4. Infer Meaning and Language Features • Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context. • Identify topic sentences to quickly grasp the content without detailed reading. • Identify referents of pronouns within texts. 5. Understand Narratives and Sequence • Identify the sequence of events in narratives to follow the storyline clearly.

SPEAKING		
LEVEL	GOALS	OBJECTIVES
A2	PRODUCTION By the end of this level, students can give a simple description or presentation of people, living or working conditions, and daily routines. likes/ dislikes, etc., as a short series of simple phrases and sentences linked into a list	To reach the goal, students will be able to 1. Describe personal and familiar topics in simple terms, including: - Family, living conditions, educational background, and job/study experiences. - People, places, and possessions using basic descriptive language. - Everyday environments (e.g. their town, school, workplace). 2. Talk about daily life and routines, such as: - Habits, leisure activities, and weekend or holiday plans. - Past personal experiences and recent activities. 3. Express abilities and preferences, including: - Likes, dislikes, and preferences with simple reasons and comparisons. 4. Give basic descriptions and opinions, including: - Short, rehearsed presentations on familiar topics. - Simple opinions and preferences, when listeners are patient and helpful. 5. Make simple comparisons and explanations, such as: - Comparing objects or experiences using simple descriptive language. - Explaining why they prefer one thing over another. 6. Give simple instructions and directions, including: - Instruct how to get from one place to another using sequential connectors (e.g., 'first', 'then', 'next').
A2	INTERACTION By the end of this level, students can interact with reasonable ease in structured situations and short conversations, ask and answer questions, and exchange ideas and information on familiar topics in predictable everyday situations	To reach the goal, students will be able to 1. Start and Maintain Social Interaction - Use simple, polite forms of greeting, address, and farewell. - Establish social contact (e.g., greetings, introductions, thanking). - Express how they are feeling using very basic expressions. - Ask for and provide personal information. - Participate in short conversations in routine contexts on familiar topics. - Use telecommunications (e.g., phone or chat) to exchange simple news, make plans, and arrange to meet. 2. Express Preferences, Feelings, and Opinions - State what they like and dislike. - Express opinions in a limited way. - Agree and disagree with others. - Exchange opinions and compare things and people using simple language. 3. Make Social Exchanges - Make and respond to invitations, suggestions, and apologies. - Ask for a favour, offer help, and respond to requests. - Discuss plans, make arrangements to meet, and talk about what to do in the evening or on weekends. - Ask for and give advice. 4. Engage in Daily Life Situations

		● Ask for and provide basic information (e.g., quantities, prices, times). ● Make simple purchases and transactions (e.g., in shops, post offices, banks). ● Order food or drink in a restaurant or café. ● Ask for and give simple directions, including when using a map or plan. ● Get travel information, use public transport, and buy tickets. ● Deal with common everyday situations related to travel, lodging, shopping, and eating. 5. Participate in Basic Conversations and Interviews ● Ask and answer simple questions about work, free time, pastimes, and routines. ● Ask and answer questions about plans, intentions, and personal experiences. ● Respond to simple statements and questions in an interview context. ● Ask and answer questions about events and events (e.g., where and when it happened, who was there, what it was like).
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SPEAKING		
LEVEL	GOALS	OBJECTIVES
B1	PRODUCTION By the end of this level, students can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.	To reach the goal, students will be able to 1. Narrate and Describe ● Narrate a simple story or describe an event, real or imagined, using basic language. ● Describe plans, dreams, hopes, and ambitions in a few simple sentences. ● Give basic accounts of past experiences, including feelings and reactions. ● Relate the main points of a book or film they have seen or read and describe their reaction in simple terms. 2. Explain and Instruct ● Describe how to do something in simple terms, giving basic step-by-step instructions. ● Briefly give simple reasons and explanations for opinions, plans, and actions. ● Express opinions on familiar topics from everyday life using simple phrases and expressions. ● Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel). 3. Give Basic Presentations ● Give a short, prepared presentation on a familiar topic using simple language. ● Present simple comparisons (e.g., between countries, routines, or products) in a basic way when prepared in advance and using visual support.
B1	INTERACTION By the end of this level, students can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.	To reach the goal, students will be able to 1. Participate in Conversations and Discussions ● Enter unprepared into conversations on familiar topics. ● Express how they are feeling using very basic expressions. ● Ask for and provide personal information. ● Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want. ● Express beliefs, opinions, agreement, and disagreement politely. ● Give and seek personal views and opinions on topics of interest. ● Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions. 2. Explain, Advise, and Complain ● Make opinions and reactions understood regarding solutions to problems or practical questions (e.g., where to go, what to do, how to organize an event), giving brief reasons and explanations. ● Offer advice on simple matters within their field of experience. ● Make complaints and cope with less routine situations in shops, post offices, or banks (e.g., returning an unsatisfactory purchase).

		3. Handle Transactions and Requests ● Get travel information, use public transport, and buy tickets. ● Deal with most transactions likely to arise when travelling, arranging accommodation, or dealing with authorities during a foreign visit. ● Ask for explanations or clarifications in shops (e.g., differences between products), posing follow-up questions as needed. ● Indicate a health problem simply, possibly with gestures or body language. ● Use telecommunications for routine messages and to obtain basic services (e.g., booking a hotel room or making a medical appointment). 4. Gather and Exchange Information ● Find out and pass on straightforward factual information. ● Use a prepared questionnaire to carry out a structured interview, including some spontaneous follow-up questions.
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SPEAKING		
LEVEL	GOALS	OBJECTIVES
B1+	PRODUCTION By the end of this level, students can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	To reach the goal, students will be able to 1. Narrate and Describe Fluently ● Relate a straightforward narrative or description fluently as a clear sequence of points. ● Clearly express feelings about something experienced and give reasons to explain those feelings. 2. Explain and Justify Opinions ● Explain the main points in an idea or problem with reasonable precision. ● Give simple reasons to justify a viewpoint on a familiar topic. ● Develop an argument well enough to be followed without difficulty most of the time. 3. Give Structured Presentations ● Deliver a prepared presentation on a familiar topic within their field. ● Outline similarities and differences clearly (e.g., between products, countries/regions, or plans).
B1+	INTERACTION By the end of this level, students can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.	To reach the goal, students will be able to 1. Initiate and Maintain Conversations ● Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. ● Have relatively long conversations on subjects of common interest, provided their interlocutor supports understanding. ● Express thoughts on abstract or cultural topics (e.g., music, films). 2. Express Opinions and Engage in Discussions ● Clearly put forward a point of view, though may struggle in extended debate. ● Give brief comments on others' opinions. ● Explain why something is a problem and suggest what to do next. ● Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. 3. Understand and Respond in Context ● Follow much of what is said in their field, provided speech is clear and not overly idiomatic. ● Exchange, check, and confirm factual information on both routine and non-routine matters with some confidence. ● Summarise and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up questions. 4. Use Functional Language for Tasks ● Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. ● Use telecommunications (e.g., phone, video calls, messaging) for everyday personal or professional purposes, asking for clarification when needed.

SPEAKING		
LEVEL	GOALS	OBJECTIVES
B2	PRODUCTION By the end of this level, students can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.	To reach the goal, students will be able to 1. Describe and Explain in Detail - Describe in detail the personal significance of events and experiences. - Give clear, detailed descriptions on a wide range of subjects related to their field of interest. - Provide a clear, detailed explanation of how to carry out a procedure or task. 2. Express and Justify Viewpoints - Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. - Construct a chain of reasoned arguments to support or oppose a point of view. 3. Deliver Structured Presentations - Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view. - Present arguments for and against different options, clearly outlining advantages and disadvantages.
B2	INTERACTION By the end of this level, students can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics.	To reach the goal, students will be able to 1. Participate Actively in Conversations and Discussions - Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments. - Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. 2. Express and Defend Opinions - Express ideas and opinions with precision and respond convincingly to complex arguments. - Sustain their opinions in discussions by providing relevant explanations, arguments, and comments. - Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. 3. Manage Interviews and Information Exchange - Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses. - Use telecommunications for a variety of personal and professional purposes, requesting clarification when faced with unfamiliar accents or terminology.

WRITING		
LEVEL	GOALS	OBJECTIVES
A2	PRODUCTION By the end of this level, students can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but”, and “because”.	To reach the goal, students will be able to 1. Write Short Descriptions - Write short, simple descriptions of everyday aspects of their environment (e.g., people, places, a job or study experience) using linked sentences. - Write short, basic descriptions of past activities, events, and personal experiences. 2. Tell Simple Stories - Write a simple story (e.g., about a holiday or imagined future life), using basic language and clear sequencing. 3. Produce Simple Personal Texts - Write short diary entries describing daily routines, outings, hobbies, people, and places using concrete vocabulary and simple structures. - Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors such as “and”, “but”, “because”, and “then.” - Review short, simple texts to correct basic punctuation/capitalization. - Notice and correct frequent spelling errors in familiar words. - Use a basic checklist to revise simple sentence structure.
	INTERACTION By the end of this level, students can compose short, simple formulaic notes relating to matters in areas of immediate need.	To reach the goal, students will be able to 1. Exchange Personal and Social Information - Write short emails or letters to introduce themselves and convey routine personal information. - Compose simple emails or posts to make a recommendation. 2. Make and Respond to Arrangements - Write short notes, emails, or text messages to send or reply to an invitation, or to confirm or change an arrangement. - Engage in basic online social communication (e.g., writing a social media post, sharing news, or confirming plans to meet). 3. Respond to Messages and Share Information - Ask for or exchange information in short emails, letters, or text messages. - Make short, descriptive online postings about everyday matters, social activities, or feelings using simple key details. 4. Handle Everyday Written Tasks - Fill in forms with personal and basic details (e.g., to open a bank account or send a parcel by recorded delivery).

WRITING		
LEVEL	GOALS	OBJECTIVES
B1	PRODUCTION By the end of this level, students can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.	To reach the goal, students will be able to 1. Write Narratives and Descriptions ● Narrate a story or describe a sequence of events clearly using appropriate chronological markers. ● Describe a recent trip or event—real or imagined—using connected sentences. ● Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. ● Give straightforward descriptions on a range of familiar subjects within their field of interest. 2. Express Opinions and Produce Reviews ● Write a simple review of a book, film, or TV programme using a limited range of language. ● Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions. ● Write short, simple essays on familiar topics. 3. Produce Informative Texts ● Write very brief reports in a standard, conventional format, conveying routine factual information and basic reasons for actions. ● Present a topic using a short report or poster format, supported by visuals such as photographs and short text blocks. ● Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement). ● Use a model or checklist to revise content organization. ● Edit for coherence by adding simple linking words (e.g., <i>then, because, however</i>).
B1	INTERACTION By the end of this level, students can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.	To reach the goal, students will be able to 1. Exchange Personal Information and Feelings ● Compose personal letters or emails describing experiences, feelings, and events in some detail. ● Write personal letters giving news and expressing thoughts on abstract or cultural topics (e.g. music or film). ● Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing. 2. Handle Everyday Written Correspondence ● Write basic emails or letters of a factual nature (e.g. to request information or ask for/give confirmation). ● Compose basic formal emails or letters to make a complaint and request action. ● Write a basic letter of application with limited but appropriate supporting details. ● Reply to advertisements in writing and ask for further information about items or services of interest. 3. Engage in Online Communication ● Post short online accounts of social events, experiences, or activities, including references to embedded media (e.g., links, photos), and share personal reactions or feelings.

WRITING		
LEVEL	GOALS	OBJECTIVES
B1+	PRODUCTION By the end of this level, students can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.	To reach the goal, students will be able to 1. Write Narratives and Descriptions • Write clearly structured narrative texts, signaling chronological sequence with appropriate linking expressions. • Provide clear and detailed descriptions on a variety of subjects related to their field of interest. 2. Express Opinions and Write Reviews • Write reviews of films, books, TV programmes, or events, giving opinions and relevant details. • Produce short essays on topics of personal interest, with clear structure and coherent development. • Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). • Reflect on their writing and revise to improve coherence and flow between ideas.
B1+	INTERACTION By the end of this level, students can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.	To reach the goal, students will be able to Produce Formal Correspondence • Compose formal emails or letters (e.g. enquiries, requests, applications, complaints) using appropriate structure, register, and layout conventions. • Write a clear and polite letter of complaint, providing relevant supporting details and clearly stating the desired outcome.

WRITING		
LEVEL	GOALS	OBJECTIVES
B2	PRODUCTION By the end of this level, students can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	To reach the goal, students will be able to 1. Produce Detailed Descriptions and Narratives • Give clear and detailed descriptions of real or imaginary events and experiences, marking relationships between ideas in coherent, connected text. • Describe a variety of subjects related to their field of interest using appropriate genre conventions. 2. Write Structured Essays and Reports • Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details. • Evaluate different ideas or solutions to a problem, clearly presenting pros and cons. • Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options. • Reflect on their writing and revise to improve coherence and flow between ideas. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). 3. Write Articles Offering Advice • Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language.
B2	INTERACTION By the end of this level, students can express news and views effectively in writing, and relate to those of others.	To reach the goal, students will be able to • obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by e-mail to other people. • compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions. • Engage in extended email exchanges to negotiate or clarify information.

MEDIATION		
LEVEL	GOALS	OBJECTIVES
A2	By the end of this level, students can help others understand short, simple texts and spoken messages using basic language.	To reach the goal, students will be able to ● Convey the main idea of short, simple texts (e.g., messages, notices, instructions) to a peer. ● Pass on straightforward information (e.g., bus timetables, classroom instructions) to another person using simple phrases. ● Help someone understand a simple text (e.g., a menu, poster) by pointing out key information. ● Use very simple language to summarize or paraphrase a message/text. ● Report slow, clear audio. ● Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. ● Handle disagreement/difficulty using simple phrases.
B1	By the end of this level, students can convey information from a source text or conversation in a clear and structured way, and facilitate understanding in everyday communication contexts.	To reach the goal, students will be able to ● Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation). ● Explain the steps of a simple process or task to another person (e.g., how to register for a class). ● Clarify the meaning of unfamiliar words or phrases using simpler terms or examples. ● Paraphrase key ideas from a classroom discussion for a peer who missed it. ● Help others understand instructions or announcements by rewording or simplifying. ● Can interpret and describe overall trends shown in simple diagrams (e.g. graphs, bar charts). ● Take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly. ● Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. ● Ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to them and the parties express themselves clearly. ● Use visual aids (e.g., charts or diagrams) to help others understand information.

B1+	By the end of this level, students can mediate more complex messages and concepts, helping others understand detailed written or spoken content in familiar contexts.	To reach the goal, students will be able to ● Summarize key information from longer, structured texts (e.g., news articles, opinion pieces). ● Rephrase more complex or technical vocabulary in accessible language for peers. ● Convey the main arguments of two sides of a discussion and help others understand differing viewpoints. ● Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. ● Guide a peer through completing a form, solving a task, or using a tool (e.g., a course platform or application form). ● Can interpret and describe detailed information in diagrams in their fields of interest. ● Summarize opinions from a group discussion and present them in writing or orally.
B2	By the end of this level, students can mediate detailed and complex information, facilitate interaction, and adapt content and language to different audiences.	To reach the goal, students will be able to ● Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. ● Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities. ● Summarise the plot and sequence of events in a film or play. ● Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. ● Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. ● Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. ● Summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.

SUSTAINABLE DEVELOPMENT GOALS

SDG	THEME	SKILL	LEVEL	OBJECTIVES
SDG 3 Good Health & Well-being	Healthy habits Mental health	Speaking	A2	- Talk about healthy and unhealthy food choices in simple terms, share their own eating habits, and suggest simple ways to have a healthier diet. - Understand a short talk on ways to stay mentally and physically healthy.
		Listening	B1	
SDG 4 Quality Education	Equal access Learning challenges	Speaking	B2	Participate in a discussion about barriers to education and possible solutions.
SDG 5 Gender Equality	Gender roles Opportunities	Writing	B2	Write an opinion essay on gender stereotypes in advertising.
SDG 11 Sustainable Cities & Communities	Public transport Green spaces	Writing	B1	- Describe your ideal city with sustainable transport and parks. - Understand the main points of a discussion about environmental campaigns (e.g., Car-Free Day, cycling schemes, electric cars). - Express and justify their opinions about transport proposals, agreeing and disagreeing politely in a group discussion.
		Listening	B1+	
		Speaking	B1+	
SDG 12 Responsible Consumption	Plastic waste Sustainable shopping	Reading	B1	- Read a product description and identify eco-friendly features. - Express and justify their opinions about the impact of buying second-hand clothes and sustainable fashion campaigns. - Summarize information from a podcast or text (e.g., “Worn Wear” campaign) and explain it in their own words to their peers. - Understand the main points of a radio show or podcast about food waste. - Discuss personal habits and propose solutions to reduce waste.
		Speaking	B1+	
		Mediation	B1+	
		Listening	B1+	
		Speaking	B1+	
SDG 13 Climate Action	Climate change Personal impact	Speaking	B1	- Give a short presentation on how your community can reduce its carbon footprint. - Give a short, clear argument supporting one transport
		Speaking	B1+	

		Speaking	B1+	proposal (e.g., reducing car use, going electric, or promoting cycling). • Take part in discussions, comparing ideas and reaching agreement about which environmental business idea is most effective.
		Listening	B1+	• Follow the main points of a podcast about environmental campaigns and understand examples that illustrate business practices.
		Reading	B1+	• Interpret short texts or infographics about waste and environmental impact.
		Writing	B2	• Write an article about how individuals can help fight climate change.

AI GOALS AND OBJECTIVES

General AI Integration Goals

By the end of the course, students will be able to:

- Develop awareness of how AI tools can support and influence language learning and communication.
- Use AI-based tools (e.g., text generation, image generation, speech tools) to assist with reading, writing, speaking, and project work.
- Critically evaluate the reliability and appropriateness of AI-generated content.
- Demonstrate responsible and ethical use of AI tools in academic or collaborative tasks.

GOALS

OBJECTIVES

Writing + AI Objectives

By the end of the course, students can use AI as a writing assistant while developing original and coherent written texts.

To reach the goal, students will be able to

- Generate brainstorming ideas with the help of AI (e.g., prompts for story writing or opinion essays).
- Use AI tools to edit and revise drafts for clarity and accuracy.
- Use AI to evaluate writing based on a structured criteria.
- Paraphrase or expand AI-generated content in their own words to show understanding.
- Understand and avoid plagiarism when using AI-generated content.

Speaking + AI Objectives

By the end of the course, students can use AI tools to prepare and practice speaking tasks and critically reflect on their speaking performance.

To reach the goal, students will be able to

- Use AI-generated questions or prompts to practice speaking on various topics.
- Record and self-assess speaking using AI-assisted pronunciation or fluency feedback tools (e.g., ELSA, SpeakPal).
- Use AI chatbots to roleplay conversations and simulate real-life speaking situations.
- Reflect on the accuracy and naturalness of their own spoken responses compared to AI responses.

Media Project + AI Objectives

By the end of the course, students can design and complete a media project that includes or evaluates the use of AI tools and content creation.

To reach the goal, students will be able to

- Use AI tools to assist in creating media content (e.g., visuals, voice-overs, scripts, subtitles).
- Collaborate in teams to develop a digital project (e.g., video, podcast, presentation) with ethical use of AI assistance.
- Evaluate the impact of AI on communication, media literacy, and creativity.
- Use AI to research and refine their chosen media project topics.
- Adjust tone and fluency to match their target audience.
- Use AI to assess the quality of their projects.
- Refine their media projects using AI-based insights.

Reading + AI Objectives

By the end of the course, students can enhance their reading comprehension, analytical skills, and vocabulary development by integrating AI tools into their language learning process.

To reach the goal, students will be able to

- Analyze AI-generated summaries to evaluate text comprehension.
- Generate AI-assisted comprehension questions to assess reading accuracy.
- Extract main ideas and supporting details from texts with AI support.
- Interpret AI-generated word definitions and apply them in context.
- Engage with AI-assisted quizzes to reinforce vocabulary retention.
- Compare AI-generated summaries with original texts to identify omissions or biases.
- Recognize tone, register, and possible misinformation in AI-generated reading materials.

