

READING		
LEVEL	GOALS	OBJECTIVES
R E A D I N G A2	<ul style="list-style-type: none"> 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. 	<p>To reach the goal, students can</p> <ul style="list-style-type: none"> understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet, confirmation of a booking or on-line purchase). Unit 1 find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Unit 5 understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area. Unit 4 understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities). Unit 9 identify the highest frequency vocabulary in reading texts related to topics like family, shopping, and employment. Unit 8 deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. Unit 7 understand referencing words at a very basic level. understand how a text is organized. Unit 2 make inferences at a very basic level. Unit 12

<p>R E A D I N G</p> <p>B1</p> <p>B1 +</p>	<ul style="list-style-type: none"> By the end of this level, students can read straightforward factual texts related to their field and interests with satisfactory comprehension. 	<p>To reach the goal, students can</p> <ul style="list-style-type: none"> understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. B1 - Unit 3 find and understand relevant information in everyday material, such as letters, brochures and short official documents. B1 - Unit 1 recognize significant points in straightforward newspaper articles on familiar subjects. B1 - Unit 4 B1+ - Unit 6) understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. B1 - Unit 6 B1+ - Unit 3 scan longer texts to find specific information like dates or names. B1 - Unit 2 make basic inferences or predictions about text content from headings, titles or headlines. B1+ - Unit 1/4 differentiate facts from opinions. B1 - Unit 10 identify agreement, disagreement, or uncertainty in texts. B1 - Unit 12 identify verbs, linking words, and nouns to understand the writer's opinion, such as "because of" or "however". B1- Unit 11 B1+ - Unit 9 deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes). B1 - Unit 9 B1+ - Unit 2 understand referencing words. B1+ - Unit 5 identify topic sentences to determine the overall theme of paragraphs. B1+ - Unit 8 understand how a text is organized. B1+ - Unit 3
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<p style="text-align: center;">R E A D I N G</p> <p style="text-align: center;">B 2</p>	<ul style="list-style-type: none"> ● 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. 	<p>To reach the goal, students can</p> <ul style="list-style-type: none"> ● scan quickly through long and complex texts, locating relevant details. Unit 1 ● quickly identify the content and relevance of news items and articles on a wide range of professional topics, deciding whether closer study is worthwhile. Unit 1 ● recognize when a text provides factual information and when it seeks to convince readers of something. Unit 5 ● recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. Unit 4 ● use a variety of strategies to achieve comprehension, checking comprehension by using contextual clues. Unit 2 ● understand how a text is organized. Unit 3 ● make inferences. Unit 7 ● utilize sufficient vocabulary in familiar situations, including collocations and topics such as experiences, feelings, emotions, arts, literature, education, film, media, news, lifestyles, and current affairs. Unit 3 / 4 / 8 ● determine the tone of texts, whether for or against a particular viewpoint. Unit 3 ● outline main ideas from complex texts on concrete and abstract topics. Unit 9 ● deduce the meaning of unknown words and phrases including idioms, similes, and metaphors from prefixes, suffixes and contextual clues. Unit 6 ● identify the sequence of events in narratives. Unit 8 ● recognize evidence that supports specific ideas, such as studies or statistics. Unit 10 ● identify verbs, linking words, and nouns that express cause and effect. Unit 5 ● identify the referents of pronouns. Unit 6 ● identify topic sentences to quickly grasp the content of a text without reading in detail. Unit 9
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LISTENING		
LEVEL	GOALS	OBJECTIVES
L I S T E N I N G A2	<ul style="list-style-type: none"> By the end of this level, students can follow speech that is slow and carefully articulated, with long pauses for them to assimilate meaning. They can understand listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance. 	<p>To reach these goals, students can</p> <ul style="list-style-type: none"> understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. Unit 1 understand words and short sentences when listening to a simple conversation (e.g., between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly. Unit 4 understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time. Unit 7 understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. Unit 9 / 10 / 11 Identify the main points and specific details in short dialogues or monologues when the language is clear and delivered at a moderate pace. Unit 2 / 6 / 7 / 8 generally, identify the topic of discussion around him/her that is conducted slowly and clearly. Unit 12 understand and extract from a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. Unit 3 understand and extract straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed), provided the delivery is slow and clear. Unit 5 / 9 make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. Unit 10

<p style="text-align: center;">L I S T E N I N G</p> <p style="text-align: center;">B1</p> <p style="text-align: center;">B1 +</p>	<ul style="list-style-type: none"> 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 speech is clearly articulated in generally familiar accents. 	<p>To reach these goals, students can</p> <ul style="list-style-type: none"> Understand the main idea or message conveyed in a spoken text and be able to extract the key information. B1 Unit 1 B1+ Unit 8 follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in familiar accents. B1 Unit 3 / 10 follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. B1 Unit 12 understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. B1 Unit 8 B1+ Unit 2 / 9 understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. B1 Unit 6 / 11 B1+ Unit 4 / 6 / 7 / 10 understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. B1 Unit 2 / 4 / 7 B1+ Unit 1 / 5 take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. B1 Unit 9 B1+ Unit 3 extrapolate information provided in conversations, monologues and simpler recorded materials on familiar topics and/or on topics of personal interest. B1 Unit 5
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L I S T E N I N G B2	<ul style="list-style-type: none"> By the end of this level, students can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization. They 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. 	<p>To reach these goals, students can</p> <ul style="list-style-type: none"> Understand the main points and specific information in clear, standard speech on familiar topics, including work, school, leisure activities, etc. and detailed information. Unit 1 / 9 understand attitudes and viewpoints and follow arguments in audio texts if the topic is reasonably familiar and the talk is clearly signalled. Unit 4 distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language. Unit 7 / 8 follow the gist in conversation and monologues on various topics. Unit 7 / 8 understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc. Unit 2 / 3 / 5 / 6 understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information. Unit 10
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SPEAKING		
LEVEL	GOALS	OBJECTIVES
S P E A K I N G A2	<p>By the end of this level, students can:</p> <p>communicate in simple tasks requiring a simple and direct exchange of information on familiar topics and activities to participate in short conversations in everyday situations and understand simple questions, respond appropriately and communicate effectively in basic and familiar situations using simple language.</p>	<p>To reach these goals, they can</p> <p>INTERACTION</p> <ul style="list-style-type: none"> understand and use common expressions in everyday situations, such as greetings and introductions, asking and answering questions about personal details (e.g. name, age, nationality), and giving basic information about themselves and others. Unit 1 / 2 communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, such as describing their daily routine, likes and dislikes, and giving simple directions. Unit 3 / 4 / 6 / 8 handle short social exchanges, although they may experience some difficulty in understanding more complex utterances or in producing longer and more complex sentences. Unit 5 / 7 use a limited range of simple vocabulary and structures, although there may be frequent errors and misunderstandings. Unit 8 initiate and maintain simple face-to-face conversations on familiar topics or interests, but they may need prompting or repetition to communicate effectively. Unit 9 / 10 / 11 / 12 <p>PRODUCTION</p> <ul style="list-style-type: none"> describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need. Unit 5 describe places they like (for example towns, holiday resorts). Unit 10 describe past activities, events and personal experiences (e.g., what they did at the weekend, on holiday). Unit 7 / 11 describe a job or a study experience. Unit 4 describe themselves,, their family and other people. Unit 2 describe their education, their present or last job. Unit 4 describe their home and where they live. Unit 5 talk about their plans for the weekend or on their next holiday. Unit 12 explain why they like or dislike something. Unit 5

<p style="text-align: center;">S P E A K I N G</p> <p style="text-align: center;">B1</p> <p style="text-align: center;">B1+</p>	<p>By the end of this level, students will be able to:</p> <ul style="list-style-type: none"> understand the main points of clear standard input on familiar matters to produce simple connected text on topics that are familiar or of personal interest and interact with a degree of fluency and spontaneity and give simple presentations on familiar topics using appropriate vocabulary and structure understanding and responding appropriately to different styles of communication, such as formal and informal language. 	<p>To reach these goals, they can</p> <p>INTERACTION</p> <ul style="list-style-type: none"> interact with native speakers in a variety of familiar situations, such as asking for and giving directions, ordering food in a restaurant, or making small talk. B1 Unit 1 / 2 / 6 B1+ Unit 1 / 7 describe experiences, events, and feelings in detail, using a range of tenses, conjunctions, and discourse markers. B1 Unit 3 / 8 / 12 B1+ Unit 2 / 6 / 10 participate in short discussions, expressing and responding to ideas and opinions, and negotiating meaning with other speakers. B1 Unit 4 / 9 / 10 / 12 B1+ Unit 6 / 7 / 9 / 10 deliver a short presentation or talk on a familiar topic, using appropriate vocabulary, grammar, and organization. B1 Unit 4 / 6 / 8 B1+ Unit 8 understand and respond appropriately to instructions, requests, and invitations, both formal and informal. B1 Unit 4 / 6 B1+ Unit 9 handle unexpected situations, such as misunderstandings, problems, or changes of plan, with some degree of confidence and flexibility. B1 Unit 6 / 7 / 9 / 10 B1+ Unit 1 / 3 / 4 / 5 / 6 / 7 / 8 understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. B1 Unit 5 B1+ Unit 5 deal with most situations likely to arise whilst traveling in an area where the language is spoken. B1 Unit 3 / 4 B1+ Unit 3 produce simple connected text on topics that are familiar or of personal interest. B1 Unit 5 / 8 / 9 / 12 B1+ Unit 7 <p>PRODUCTION</p> <ul style="list-style-type: none"> express personal opinions on familiar topics, such as hobbies, travel, or current events, and give reasons for their opinions. B1 Unit 3 / 4 B1+ Unit 1 / 3 describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. B1 Unit 4 B1+ Unit 2 / 10 interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. B1 Unit 7 B1+ Unit 5 / 6 / 7 / 8 produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the <u>advantages and disadvantages</u> of various options. B1 Unit 5 / 10 / 11 / 12 B1+ Unit 4 / 5 briefly explain and justify their opinions. B1 Unit 1 / 4 / 5 / 12 give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions. B1 Unit 2 / 4 / 6 / 7 / 8 / 11 / 12 describe an incident or an accident, making the main points clear. B1+ Unit 3 / 7 / 10 express their feelings about something that they have experienced, and explain why they felt that way. B1+ Unit 1 / 2 / 6 develop an argument well enough to be followed without difficulty most of the time. B1+ Unit 3 / 6 give a prepared presentation and answer clear questions. (B1+ Unit 1 / 5 / 7)
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<p>S P E A K I N G</p> <p>B2</p>	<p>By the end of this level, students will be able to:</p> <ul style="list-style-type: none"> • understand the main ideas of complex text on both concrete and abstract topics, including technical discussions and produce clear, detailed text on a wide range of subjects using language flexibly and effectively for social, academic and professional purposes and participate in 	<p>To reach these goals, they can</p> <p>INTERACTION</p> <ul style="list-style-type: none"> • understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. Unit 1 / 2 / 3 / 4 / 6 • interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Unit 3 / 4 / 5 • follow extended speech and complex lines of argument provided the topic is reasonably familiar. Unit 2 / 6 / 10 • understand and express opinions on abstract cultural topics, such as films, music, literature and art. Unit 7 • demonstrate an awareness of cultural norms and conventions in social, academic and professional contexts. Unit 7 / 8 / 9 <p>PRODUCTION</p> <ul style="list-style-type: none"> • produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Unit 2 / 4 / 5 • use language fluently and accurately on a wide range of topics related to personal interests, work and current affairs. Unit 1 / 4 / 5 / 9 • use language flexibly and effectively for social, academic and professional purposes. Unit 4 / 5 • give clear, detailed descriptions on a wide range of subjects related to their fields of interest. Unit 3 / 10 • develop a clear argument, linking their ideas logically and expanding and supporting their points with appropriate examples. Unit 2 / 3 / 4 / 5 / 6 / 10 • critically present a topical issue and weigh up the advantages and disadvantages of various options. Unit 2 / 7 / 9 • summarise orally the plot and sequence of events in a film or play. Unit 8
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WRITING		
LEVEL	GOALS	OBJECTIVES
W R I T I N G A2	<p>By the end of this level, students can write a series of simple phrases and sentences linked with simple connectors.</p> <p>Students can write short, comprehensible texts on familiar topics, connected with frequent linking devices.</p>	<p>To reach these goals, students can</p> <p>INTERACTION</p> <ul style="list-style-type: none"> • write short, simple notes, and messages. Unit 3 / 4 • fill in different kinds of documents with personal details. Unit 1 • write a very simple formal or informal emails, for example thanking someone for something asking for information Unit 2 / 4 / 12 • use suitable phrases to start and end emails appropriately. Unit 2 / 3 / 4 • use capital letters where necessary. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 10 / 11 / 12 • use appropriate cohesive devices to improve their texts. Unit 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 <p>PRODUCTION</p> <ul style="list-style-type: none"> • write a paragraph describing a place. Unit 5 • write a simple blog post. Unit 3 / 7 • social media post. Unit 9 • write a simple review of an event or a product. Unit 6 / 8 / 10 • write a recommendation. Unit 11 • brainstorm and organize their ideas. Unit 2 / 3 / 4 / 5 / 6 / 7 / 8 / 10 / 11 / 12 • use mechanics of writing appropriately. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 10 / 11 / 12 • use a range of vocabulary and grammatical structures appropriate to the task and topic. Unit 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 • edit and revise written work for accuracy and clarity, including grammar, spelling, and punctuation, organisation and related vocabulary. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 • use different types of writing styles depending on the purpose and audience. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12

<p>W</p> <p>R</p> <p>I</p> <p>T</p> <p>I</p> <p>N</p> <p>G</p> <p>B1</p> <p>B1+</p>	<p>By the end of this level, students can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking series of shorter discrete elements into a linear sequence</p>	<p>To reach these goals, students can</p> <p>INTERATCION</p> <ul style="list-style-type: none"> • write simple connected text for a blog, website or a social media page on topics which are familiar or of personal interest. (100-150 words) B1 Unit 1 / 9 B1+ Unit 7 • write personal emails describing experiences, impressions (100-150 words)) B1 Unit 1 B1+ Unit 2 • brainstorm and organize their ideas.) B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use mechanics of writing appropriately. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use capital letters where necessary. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use appropriate cohesive devices to improve their texts. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • Use a range of vocabulary and grammatical structures appropriate to the task and topic. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • Use different types of writing styles depending on the purpose and audience. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 <p>PRODUCTION</p> <ul style="list-style-type: none"> • write coherent and unified paragraphs.) B1 Unit 1 / 9 / 12 B1+ Unit 1 / 4 / 6 / 7 / 8 / 9 • write letters of invitation, application, complaint, recommendation, suggesting or advice. (about 100 words)) B1 Unit 1 / 4 / 5 / 10 / 11 B1+ Unit 3 / 5 • write short simple essays, stories, biographies or reports on topics of interest (about 100-150 words) B1 Unit 7 / 12 B1+ Unit 1 / 4 / 8 • write an article for a magazine. (150-200 words) B1+ Unit 6 • write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest B1+ Unit 4 / 6 / 7 / 9 • clearly signal chronological sequence in narrative text) B1 Unit 12 B1+ Unit 4 / 6 / 8 • write a simple review of a film, book or TV programme, product using a limited range of language. (about 100 words)) B1 Unit 6 / 8 B1+ Unit 9 • develop paragraphs which have a title, a topic sentence, supporting sentences and concluding sentence(s). B1 Unit 1 , B1+ Unit 4 / 5 / 6 / 7 / 8 / 9 / 10 • write simple and coherent texts on familiar topics, expressing personal opinions and preferences. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • organize written ideas in a clear and logical way, using appropriate paragraphing and linking devices. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • edit and revise written work for accuracy and clarity, including grammar, spelling, and punctuation. B1 Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 B1+ Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10
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W R I T I N G B2	<p>By the end of this level, students can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.</p>	<p>To reach these goals, students can</p> <p>INTERACTION</p> <ul style="list-style-type: none"> • write a formal letter asking for information. Unit 1 • produce a written response based on the information in the given text Unit 4 / 6 / 8 / 9 / 10 • brainstorm and organize their ideas. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use mechanics of writing appropriately. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use capital letters where necessary. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • use appropriate cohesive devices to improve their texts. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • corporate appropriate vocabulary to express ideas precisely. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • Use different types of writing styles depending on the purpose and audience. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 <p>PRODUCTION</p> <ul style="list-style-type: none"> • write an article to give advice. Unit 2 • write a story Unit 3 • write a blog post that presents the arguments for and against a position on a topical issue. Unit 4 • write a problem solution article Unit 5 • write a formal letter of complaint. Unit 7 • write grammatically accurate basic and complex sentences. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • write a coherent, logical, and organized essay or report or proposal that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Unit 6 / 8 / 9 / 10 • edit and revise written work for accuracy and clarity, including grammar, spelling, and punctuation, organisation and related vocabulary. Unit 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 • paraphrase sentences so that the meaning stays the same. Unit 2 • develop an introductory paragraph with a thesis statement. Unit 2 / 8 / 9 • develop an essay by considering the components of an essay (introduction, body, conclusion). Unit 2 / 8
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SUSTAINABLE DEVELOPMENT GOALS		
LEVEL	GOALS	OBJECTIVES
B2	By the end of this level, students can enhance their communicative competence in the target language by engaging with real-world topics, including health and well-being, environmental issues, and social challenges. Through meaningful discussions, research, and creative projects, they will acquire relevant vocabulary, develop critical thinking skills, and improve their ability to express opinions, present arguments, and produce written and visual content that raises awareness and inspires action.	<p>To reach this goal, students can</p> <p>Good health and well-being</p> <ul style="list-style-type: none"> ● develop their ability to communicate about health and well-being in the target language by acquiring vocabulary and structures related to healthcare, lifestyle, and mental health, enabling them to engage in discussions, give advice, and understand health-related texts and write a diary or blog. Unit 2 <p>Climate action</p> <ul style="list-style-type: none"> ● develop their language skills by engaging in discussions and presentations, on climate change, sustainability, and environmental responsibility. Through debates, they will expand their vocabulary, improve critical thinking, and enhance their ability to express opinions on global environmental issues in the target language. Unit 5 <p>No Poverty / Zero Hunger / Quality Education</p> <ul style="list-style-type: none"> ● research and discuss issues related to poverty, hunger, and education. They will then create a visually engaging and informative poster using appropriate vocabulary, persuasive language, and clear organization to raise awareness and inspire action within their community Unit 7

MEDIATION GOALS AND OBJECTIVES		
LEVEL	GOALS	OBJECTIVES
A2	By the end of the year, students can strengthen their ability to communicate effectively in the target language by developing key skills such as note-taking, paraphrasing, and describing visual information. Through collaborative projects, debates, and interviews, they will enhance their interaction skills, manage discussions, and facilitate communication in both structured and sensitive situations.	To reach this goal, students can <ul style="list-style-type: none"> ● take notes and report back in speech. Unit 2 ● paraphrase simple sentences Unit 3 ● describe in simple sentences the main facts shown in visuals. Unit 7 ● take notes by interviewing the classmates. Unit 12
B1 B1+		To reach this goal, students can <ul style="list-style-type: none"> ● describe in simple sentences the main facts shown in visuals. Unit 3 ● collaborate in a group Project Work - Debate ● manage interaction Project Work - Debate ● facilitate communication in delicate situations and disagreement Unit 12
B2		To reach this goal, students can <ul style="list-style-type: none"> ● describe reliably detailed information contained in diagrams, charts and other visually organised information Unit 6

AI GOALS AND OBJECTIVES		
LEVEL	GOALS	OBJECTIVES
R E A D I N G	By the end of the year, students can enhance their reading comprehension, analytical skills, and vocabulary development by integrating AI tools into their language learning process.	<p>To reach this goal, students can</p> <ul style="list-style-type: none"> ● 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. ● expand their vocabulary by using AI to identify synonyms and antonyms. ● engage with AI-assisted quizzes to reinforce vocabulary retention. ● compare AI-generated analyses of different texts. ● evaluate AI-assisted tone and style assessments to deepen text interpretation. ● contextualize historical and cultural references in texts using AI tools.
W R I T I N G	By the end of the year, students can develop their writing proficiency by integrating AI tools to enhance grammatical accuracy, sentence structure, and stylistic adaptability.	<p>To reach this goal, students can</p> <ul style="list-style-type: none"> ● identify AI-detected grammar errors and understand corrections. ● apply AI feedback to improve sentence structure. ● recognize and prevent common grammatical mistakes. ● use AI to paraphrase sentences for clarity and variety. ● rewrite texts in different tones to match various contexts. ● analyze AI-generated responses to improve writing flexibility. ● use AI to evaluate writing based on structured criteria. ● interpret AI-generated scores and feedback for improvement. ● refine their writing skills using AI-based assessments.

M E D I A P R O J E C T	By the end of the year, students can effectively integrate AI tools into their projects to enhance research, creativity, writing quality and audience engagement through structured feedback and revisions.	<p>To reach this goal, students can</p> <ul style="list-style-type: none"> ● use AI to research and refine their chosen media project topics. ● gather key information from AI to support their ideas. ● develop creative approaches based on AI-generated insights. ● use AI to refine their scripts for clarity and coherence. ● adjust tone and fluency to match their target audience. ● apply AI-generated feedback to improve writing quality. ● use AI to assess the quality of their projects. ● interpret AI-generated feedback and make necessary revisions. ● refine their media projects using AI-based insights.
S P E A K I N G	By the end of the year, students can enhance their spoken language skills by leveraging AI-driven tools for real-time feedback, pronunciation analysis, and fluency development.	<p>To reach this goal, students can</p> <ul style="list-style-type: none"> ● engage in AI-driven conversations to practice fluency and receive corrective feedback. ● refine spoken sentence structures by applying AI-generated suggestions. ● evaluate AI-provided feedback to enhance spoken language accuracy and coherence. ● analyze AI-generated phonetic transcriptions to improve pronunciation. ● apply AI feedback to modify and refine their spoken pronunciation. ● compare their pronunciation with AI-generated models and adjust accordingly. ● use AI-generated feedback to improve fluency and sentence transitions. ● modify their speaking style based on AI-driven proficiency adjustments. ● assess AI feedback to enhance speaking confidence and self-expression.