

CAN-DO STATEMENTS

| WEEK | READING | LISTENING | SPEAKING | WRITING | PRONUNCIATION |
|----------|--|--|---|--|--|
| LESSON 1 | 1 Can understand basic hotel information | Can understand short, simple instructions for actions such as <i>stop</i> , <i>close the door</i> , etc. | Can use prepositions preceding nouns and adjectives (e.g. <i>by car</i> , <i>for sale</i> , <i>on holiday</i>) | Can write about traveling experiences using stative and dynamic verbs | Can recall the vowel sounds /a:/, /æ/, /ʌ/ & /ʌ/  |
| |  LSF Can differentiate between the use of the Present Simple and the Present Continuous | | | | |
| LESSON 2 | 2 Can find and understand information on costs, dates, and places in advertisements  | Can understand some words, expressions, and short sentences in simple conversations | Can talk about past events and states, recent activities, and completed actions  | Can use <i>before</i> and <i>after</i> in subordinate clauses | |
| |  LSF Can use the Past Simple in affirmative to talk about past actions | | | | |
| LESSON 3 | 3 Can understand short texts on subjects of personal interest written with simple words  | Can understand simple questions | Can use question tags in a conversation | Can use demonstratives <i>these</i> or <i>those</i> and plural irregular nouns  | Can recall the vowel sounds /e/, /ɜ:/, & /ə/ |
| |  LSF Can use the verb To Be in Past Simple in negative and interrogative statements to describe past situations | | | | |
| LESSON 4 | 4 Can identify specific information in simpler written material such as letters describing events  | Can understand short, very simple questions and statements about events in the past | Can use prepositions of instrument | Can use abstract nouns to describe events and concepts  | |
| |  LSF Can use regular and irregular forms of the Past Simple in negative and interrogative statements to describe or ask about past events | | | | |
| LESSON 5 | 5 Can find information about places and times  | Can understand figures and prices given slowly and clearly in an announcement | Can use <i>make somebody/something + adjective</i> to describe people or places | Can join two events using the conjunctions <i>while</i> and <i>when</i> | Can recall the vowel sounds /i:/ & /ɪ/ |
| |  LSF Can describe events in progress in the past using the Past Continuous in affirmative statements  | | | | |
| LESSON 6 | 6 Can understand a simple letter by a person talking or asking questions about familiar subjects | Can understand times given slowly and clearly in an announcement | Can interrupt a conversation politely to disagree with an opinion | Can use the question words <i>when</i> , <i>where</i> , <i>what</i> , <i>which</i> , and <i>who</i> to obtain specific information  | |
| |  LSF Can describe events in progress in the past using the Past Continuous in negative and interrogative statements  | | | | |



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| LESSON 4 | 7 Can understand everyday signs and notices: in public places or workplaces | Can understand questions, instructions, or directions when addressed carefully and slowly | Can ask the way and give directions using prepositions of direction and location to others | Can state possession using the genitive and possessive pronouns | Can recall the vowel sounds /ɒ/, /ɔ:/, /u:/, & /ʊ/ |
| |  LSF Can use Imperatives in civic culture rules  | | | | |
| LESSON 5 | 8 Can pick out information such as figures, names, illustrations, and titles in short texts | Can follow very slow and carefully articulated speech with long pauses to assimilate meaning | Can check meaning and intention in a conversation | Can use the double genitive to express possession | |
| |  LSF Can use <i>will</i> in affirmative, negative, and interrogative statements to express Spontaneous Decisions  | | | | |
| LESSON 6 | 9 Can understand short, simple passages | Can pick out places and times in conversations about familiar, everyday topics, provided speech is slow and clear | Can share future plans or intentions | Can respond to invitations and express thanks | Can recall the diphthong sounds /eɪ/, /aɪ/, & /ɔɪ/ |
| |  LSF Can use <i>going to</i> + V-infinitive in affirmative, negative, and interrogative statements to describe Plans  | | | | |
| LESSON 7 | 10 Can find specific, predictable information in simple, everyday texts such as messages | Can understand very simple explanations if speech is slow and clear with long pauses | Can talk about (im)probability and (im)possibility of future actions and events | Can express degrees of certainty and doubt using subordinate clauses following <i>sure</i> and <i>certain</i> | |
| |  LSF Can use <i>may</i> and <i>might</i> to talk about Future Possibilities  | | | | |
| LESSON 8 | 11 Can understand short, simple texts | Can understand the gist of short, clear, simple messages or announcements | Can give a simple presentation of daily routines | Can write about everyday aspects of the environment | Can recall the diphthong sounds /ɪə/, /eə/, /əʊ/, & /aʊ/  |
| |  LSF Can use a limited range of Uncountable Nouns | | | | |
| LESSON 9 | 12 Can find specific, predictable information  | Can understand the essential information in short, recorded passages | Can describe everyday aspects of the environment | Can write a series of simple phrases and sentences about living conditions | |
| |  LSF Can use Prepositional Phrases at the beginning of sentences for focus  | | | | |



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| LESSON 1 | 1 Can understand short, simple stories written in everyday language involving familiar situations | Can understand some words, expressions, and short sentences when listening to simple conversations | Can use impersonal <i>it</i> | Can use the Present Continuous to talk about things happening in the present | Can recall the consonant sounds /θ/ & /ð/ |
| |  LSF Can use the Present Continuous to describe temporary situations | | | | |
| LESSON 2 | 2 Can understand short, simple texts on familiar matters with high frequency, everyday language | Can understand familiar words and recognize key information with the aid of repetition if necessary | Can use the negative interrogative: <i>why ...not</i> | Can use the articles <i>a</i> , <i>and</i> <i>the</i> | |
| |  LSF Can use Comparatives and Superlatives + <i>not as ... as / less</i> | | | | |
| LESSON 3 | 3 Can understand the simplest informational material containing familiar words and pictures | Can understand everyday expressions aimed at the satisfaction of simple needs | Can express needs and wants | Can give reasons using the question word <i>why</i> + <i>because</i> + adverbs of focus | Can recall the consonant sounds /s/ & /z/ |
| |  LSF Can use <i>need</i> or <i>needn't</i> to express things that are necessary/unnecessary | | | | |
| LESSON 4 | 4 Can find specific, predictable information in simple, everyday texts such as blogs | Can understand some information about the speakers in a conversation | Can make health suggestions using <i>shall</i> | Can give advice | |
| |  LSF Can use <i>should</i> and <i>shouldn't</i> to give Advice | | | | |
| LESSON 5 | 5 Can find specific, predictable information in simple, everyday texts such as biographies | Can understand information in slow and clear conversations taking place in public places | Can use <i>would</i> to make polite requests | Can express obligation and lack of obligation | Can pronounce the consonant sounds /ʃ/ & /ʒ/ correctly |
| |  LSF Can use <i>must</i> , <i>mustn't</i> , <i>have to</i> , and <i>don't have to</i> to express Obligation/Lack of Obligation | | | | |
| LESSON 6 | 6 Can find and understand important information in interviews | Can understand everyday expressions used to apologize | Can express ability or inability in the past and present | Can make and respond to apologies and excuses | |
| |  LSF Can use <i>can</i> and <i>could</i> to express Ability | | | | |



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| LESSON 4 | 7 | Can understand short and simple descriptions | Can understand simple information in a conversation about the future | Can use <i>What a...!</i> expressions | Can convey personal information in a short introduction email Can pronounce the consonant sounds /tʃ/ & /dʒ/ correctly |
| | 8 | Can find and understand important information in programs for special events | Can understand a number of familiar words and recognize key information | Can make and respond to invitations | Can write short, simple emails to send an invitation or reply to confirm or to change an arrangement |
| LESSON 5 | 9 | Can find information about a character in a story | Can understand when someone tells descriptions of the location of an object/place when delivered slowly and clearly | Can exchange opinions to compare people and things using simple language | Can use subordinate clauses following <i>where</i> & <i>which</i> Can pronounce the consonant sounds /w/ & /j/ correctly |
| | 10 | Can understand a simple text about familiar subjects, such as friends or family | Can recognize when speakers agree and disagree in a slow and clear conversation | Can express cause and effect using the conjunction <i>so</i> | Can express agreement and disagreement, and contradict people |
| LESSON 6 | 11 | Can understand the main information in short and simple descriptions of products in websites | Can understand the essential information from short, recorded passages about everyday matters | Can give a simple description or presentation of people | Can write about everyday aspects of environmental surroundings Can recognize the difference between Voiced and Unvoiced Sounds |
| | 12 | Can understand the main points in short texts dealing with everyday topics | Can understand what people say about their routines in a radio interview | Can answer questions and respond to simple statements | Can write a series of simple phrases and sentences linked with simple connectors like <i>and, but, and because</i> |



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| LESSON 1 | 1  LSF Can use Infinitives with and without <i>to</i> | Can understand very simple formal emails and letters Can understand everyday expressions aimed at satisfying simple needs when delivered directly | Can use <i>have + object + Infinitive</i> | Can use Infinitives to express purpose | Can use the consonant sounds /t/, /ɪd/, & /d/ for Regular Verbs in the Past Simple correctly |
| | 2  LSF Can use Gerunds as the subjects and objects of sentences | Can understand short, simple messages sent via social media Can understand the most important information in short radio commercials | Can ask for and give travel information | Can use gerunds after verbs and prepositions | |
| LESSON 2 | 3  LSF Can use the Present Perfect with <i>ever</i> and <i>never</i> | Can find specific, predictable information in simple, everyday materials such as advertisements Can understand what people say about their experiences in a radio interview | Can communicate ideas and information on familiar topics in an interview | Can use noun phrases | Can use Stress in words appropriately |
| | 4  LSF Can use the Present Perfect with <i>since</i> , <i>for</i> , and <i>how long</i> | Can understand very short, simple texts or a single phrase at a time on notices Can pick out concrete information about places and times in conversations on familiar, everyday topics | Can use indefinite pronouns, such as <i>some</i> , <i>any</i> , and <i>every</i> | Can use prepositional phrases | |
| LESSON 3 | 5  LSF Can use Reporting Verbs , such as <i>say</i> and <i>tell</i> | Can understand texts describing people, places, everyday life, and culture when written in simple language Can understand simple everyday conversations where the speakers talk slowly and clearly | Can report what people say using reporting verbs | Can use predicative and attributive adjectives | Can use Stress in Two-syllable Words appropriately |
| | 6  LSF Can use the 1st Conditional | Can locate specific information in lists Can understand figures, prices, and times given slowly and clearly in an announcement | Can deal with common aspects of everyday life, such as eating and shopping | Can give impressions and opinions about an advertisement using basic expressions | |



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| LESSON 4 | 7 | Can understand much of the information provided in a short description of a celebrity | Can understand simple information to help others | Can use stance adverbs, such as <i>actually</i> , <i>unfortunately</i> , <i>of course</i> , and <i>I'm sorry</i> | Can help others to express their ideas |
| | |  LSF Can use the Present Perfect with <i>yet</i> , <i>already</i> , and <i>just</i> | | | Can use Stress in Longer Words correctly |
| LESSON 5 | 8 | Can understand a short factual description written in simple language | Can understand carefully expressed instructions and follow short, simple directions | Can use participles as adjectives | Can use the correct order of adjectives in descriptions |
| | |  LSF Can use and contrast the Present Perfect with the Past Simple | | | |
| LESSON 6 | 9 | Can understand what is happening in a photo story and express what the characters are like | Can generally identify the topic of discussion | Can ask and answer questions about habits and routines, pastimes, and past activities | Can write very short, basic descriptions of past activities and personal experiences |
| | |  LSF Can use the Passive Voice in the Present | | | Can use Intonation in phrases appropriately |
| LESSON 7 | 10 | Can understand short narratives and descriptions of someone's life when written in simple words | Can generally follow the outline of short narratives | Can participate in a short, simple phone conversation with a known person | Can write short, simple imaginary biographies about people |
| | |  LSF Can use the Passive Voice in the Past | | | |
| LESSON 8 | 11 | Can understand information in descriptions of products on websites | Can understand the outline of simple information given in a predictable environment | Can give a short, rehearsed presentation, briefly giving reasons and explanations for opinions | Can write simple texts on familiar subjects of interest |
| | |  LSF Can use <i>would</i> to talk about Imaginary Situations | | | Can use Intonation to highlight important information accurately |
| LESSON 9 | 12 | Can understand a post of what people say about themselves and what they like in other people | Can generally identify the topic of discussion and if the speakers agree or disagree in a conversation | Can describe people in simple terms | Can write a very simple personal letter; for example, thanking someone for something |
| | |  LSF Can use the Future Continuous to talk about an action in progress at a specific time in the future | | | |