

CAN-DO STATEMENTS

	WEEK	SDG	READING	LISTENING	SPEAKING	WRITING	LSF
LESSON 1	1	3 GOOD HEALTH AND WELL-BEING	Can identify both implicit and explicit emotions in a personal text	Can recognize some idiomatic expressions, noting register shifts	Can develop a conversation fluently and negotiate toward an agreement	Can outline personal interpretation of a character in a work and identify what they infer about the character's psychological or emotional state	Can use Modals (<i>might, could, may, and can</i>) in different tenses to express possibility, probability, annoyance, and concession
	2		Can identify techniques used to develop narrative in a text	Can understand broadcast audio material and identify relationships between speakers	Can produce long stretches of spoken language, expressing ideas with very occasional hesitation	Can adapt a source text to make it suitable for a specific audience by modifying style and register	Can use Modals (<i>might, could, may, and can</i>) in different tenses to express permission, offers, requests, certainty, ability, and criticism
LESSON 2	3		Can understand the main purpose of each section of an essay	Can understand recordings likely to be encountered in daily life and identify the speakers' attitudes	Can make a long contribution to a conversation, effectively using a range of cohesive devices and discourse markers	Can understand and use Idiomatic Expressions related to human relationships	Can identify and use a variety of Participle Clauses
	4		Can differentiate between sections that provide factual information and those that express opinion, even when the difference is not explicit	Can understand implicit attitudes of speakers in radio broadcasts	Can select appropriate phrases or expressions to connect their own contributions to those of others	Can draw from various vocabulary options and use synonyms of less common words	Can use advanced forms of Inversion with phrases with <i>not, only, no (on no account, under no circumstances), no sooner, hardly... when, little, and some frequency adverbs</i>
LESSON 3	5		Can use understanding of functional language to confirm comprehension	Can identify specific arguments in seminar discussions on a wide variety of topics, understanding abstract expressions	Can give clear, detailed presentations on a variety of subjects, with a clear argument and an appropriate conclusion	Can take detailed notes during a lecture, correctly selecting information so that the notes could also be useful to others	Can use Conjunctions to express reasons, results, contrast, concession, and time (<i>otherwise, so as (not) to, whereas, whilst, once, until, etc.</i>)
	6		Can analyze a text and identify the reasons for using a specific register	Can understand implicit opinions in conversations in standard format	Can organize ideas clearly and logically to present an argument during a short contribution to a conversation	Can retell information from a complex text to contribute to a topic, adding own opinion	Can use Linking Adverbials to express reasons, results, contrast, concession, time, and addition (<i>on account of this, likewise, nevertheless, beforehand, besides, furthermore, etc.</i>)



CAN-DO STATEMENTS

	WEEK	SDG	READING	LISTENING	SPEAKING	WRITING	LSF
LESSON 4	7	8 DECENT WORK AND ECONOMIC GROWTH	Can understand slang in a text that is part of correspondence	Can follow a recording employing a considerable degree of slang or idiomatic language	Can demonstrate a broad lexical repertoire, using circumlocutions to compensate for gaps in language	Can write clear, well-structured introductions or conclusions for complex texts on complex subjects	Can understand and use Nominalization to transform verbs or adjectives into nouns using suffixes
	8		Can identify the main storytelling elements in a text	Can understand similarities and differences in how ideas or concepts are presented in an interview	Can hypothesize about a complex topic, including and evaluating reasons for a past event	Can summarize information, identifying the most significant points and rephrasing them	Can understand and use Verbing to transform nouns into verbs
LESSON 5	9	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Can analyze a proposal and decide whether its content attempts to create a particular attitude in the reader	Can identify and analyze the use of some grammatical structures to confirm comprehension of a recording	Can challenge other participants' arguments by providing their opinion and supporting ideas	Can explain in written form the inferences they make about a text, including reference to specific passages in the original source	Can use different forms of Conditional structures to express imaginary or unlikely situations (2nd, 3rd, and Mixed)
	10	4 QUALITY EDUCATION	Can identify similarities and differences in the way ideas or concepts are presented in a text that expresses different points of view	Can identify and understand humour and irony in a dialogue	Can share their personal interpretation of characters in a story, novel, film, or play	Can express ideas with clarity and precision, showing the addressee is being taken into consideration	Can use other forms of Conditionals (<i>unless, provided, providing, as long as, if so/not, if + were to, so long as, or, otherwise, supposing, and Inversions</i>)
LESSON 6	11		Can evaluate the accuracy of the advantages and disadvantages presented in a review of an object, program, or app	Can follow abstract argumentation, such as drawing conclusions	Can give instructions for a professional or academic process	Can explain technical terminology when communicating with others, showing a wide range of language options to convey their message	Can identify and use Homonyms and Homophones correctly
	12		Can evaluate how effectively a text fulfills its purpose	Can understand complex arguments expressed in a conference	Can understand and use Idiomatic Expressions related to science, technology, and machinery	Can paraphrase and interpret technical texts, using non-technical language for general audiences	Can identify and use Homographs correctly, both those with and without pronunciation differences

