



## EPE LISTENING OBJECTIVES

- Can extract key details and information such as dates, numbers and quantities from an audio in a lecture, talk or a podcast.
- Can follow an everyday conversation or interviews on common topics.
- Can infer speakers' opinions in conversations on familiar everyday topics.
- Can distinguish between main ideas and supporting details.
- Can recognise when a speaker uses rhetorical questions in a lecture.
- Can extract the meaning of unknown words from context if the topic discussed is familiar.
- Can deduce the general meaning of a passage.
- Can understand problem and solution relationships in a conversation.
- Can distinguish between fact and opinion in discussions at natural speed.
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can distinguish between relevant and irrelevant content in extended speeches.
- Can recognise that a speaker is expressing concerns in discussions.
- Can recognise when examples are being given in a structured presentation.
- Can follow the stages of a complex process described using non-technical language.
- Can understand detailed instructions well enough to be able to follow them.
- Can understand the advantages and disadvantages of different options during a discussion.



- Can understand main points by using contextual clue.
- Can extract the main points from news items, etc. with opinions, arguments and discussion.
- Can make basic inferences or predictions about the content of a lecture.
- Can understand cause and effect relationships in a conversation at natural speed.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can recognize connectors in speech to understand the contextual clues.
- Can follow chronological sequences in extended speech at natural speed.
- Can recognize the tone and intended audience of a presentation.

#### **EPE SPEAKING OBJECTIVES**

- Can generally follow most of what is said and repeat back details to confirm understanding.
- Can exchange information on a wide range of topics within their field.
- Can suggest solutions to problems and explain why they would work.
- Can talk about possibilities in the past with precision.
- Can correct mistakes if they have led to misunderstandings.
- Can give the advantages and disadvantages of various options on a topical issue.
- Can justify and sustain views clearly by providing relevant explanations, reasons and arguments.
- Can take part in discussions conducted in clear standard speech.
- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can show degrees of agreement using a range of language.



- Can engage in extended conversation on most general topics.
- Can describe what they would do and how they would react to situations in a text.
- Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions.
- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can construct a chain of reasoned argument in a clear way.
- Can develop a clear argument with supporting subsidiary points and relevant examples.
- Can describe the personal significance of events and experiences in detail.
- Can introduce a new perspective on the topic of a discussion.
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation.
- Can speculate about causes, consequences or hypothetical situations.
- Can explain a problem and demand what action should be taken in an appropriate way.
- Can describe goals using a range of expressions.
- Can outline an issue or problem clearly.
- Can develop an argument well enough to be followed without difficulty most of the time.
- Can speculate about a future event using a range of linguistic devices.
- Can give advice on a wide range of subjects including reasons.
- Can follow chronological sequence in extended discourse, e.g. in a story or anecdote.
- Can distinguish main themes from asides, provided the lecture or talk is delivered in standard language or a familiar variety.
- Can give clear presentations highlighting significant points with relevant supporting detail.



## EPE READING OBJECTIVES

- Can skim a text to identify its main purpose and general ideas.
- Can scan a long text or a set of related texts in order to find specific information.
- Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.
- Can identify the main ideas in a structured text.
- Can understand problem and solution relationships in a structured text.
- Can understand cause and effect relationships in a structured text.
- Can recognise the writer's point of view in a structured text.
- Can recognise the general line of a written argument though not necessarily all the details.
- Can make inferences based on information given in an article.
- Can identify key information in an extended text or article.
- Can distinguish between fact and opinion in relation to common topics.
- Can compare information given in different texts and media on the same topic.
- Can distinguish main and supporting details from the text.
- Can identify different styles, genres, and registers in written discourse.
- Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.
- Can interpret the main message from complex diagrams and visual information.



- Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.
- Can recognise the tone and intended audience of a structured text.
- Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.
- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can understand differences and similarities between points of view in extended texts.
- Can understand the author's purpose and intended audience.
- Can understand the plot of extended narratives written in standard, non-literary language.
- Can understand inferred meaning in a structured text.
- Can extract relevant details in a structured text.
- Can understand pronoun references in a structured text.
- Can distinguish counter-arguments and refutations.

***Completion Objectives:***

- Can complete the given sentences in a meaningful way.
- Can understand the underlying meaning of a given statement.
- Can complete the given sentences in a meaningful way to follow sequence in a given paragraph.
- Can complete a dialogue through relevant information that contributes to the context dialogue.



## EPE WRITING OBJECTIVES

- Can support ideas with relevant examples.
- Can write the concluding sentence or sentences of a basic paragraph, given a model.
- Can show a simple relationship between a main point and an example in a structured text.
- Can write a well-organized paragraph with clear explanations.
- Can write a paragraph that expresses opinion.
- Can systematically evaluate the advantages and disadvantages of various options.
- Can write a structured text analyzing advantages and disadvantages of a situation.
- Can clearly signal and understand cause-and-effect relationships in a structured text.
- Can organize the paragraph logically, with clear topic sentences and supporting details for each point of comparison or contrast.
- Can use appropriate linking words and phrases to ensure the paragraph flows smoothly.
- Can apply correct grammar structures for comparisons (comparative and superlative forms) and contrasts (using appropriate conjunctions and transition words).
- Can structure an essay with introduction, body, and concluding paragraphs.
- Can write the thesis statement, given a model.
- Can write simple structured essays, organizing ideas.
- Can support a main idea with details and examples.



- Can signal problem and solution relationships in a structured text.
- Can write a structured essay by showing a relationship between a problem and a solution.
- Can signal cause and effect relationships when writing an academic text by using discourse markers.
- Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.
- Can write a detailed argumentative essay in response to a given question.
- Can show the relationship between an opinion and a counter-argument in a discursive text.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can respond in writing to other people's arguments in an appropriate style.
- Can write a structured text clearly signalling main points and supporting details.
- Can write a detailed, reasoned argument for or against a case.
- Can write an essay responding to a given situation or a picture.
- Can write a structured essay giving opinions.
- Can reformulate an idea in different words to emphasise or explain a point.
- Can paraphrase a simple factual statement related to a familiar topic.
- Can synthesise and evaluate familiar information and arguments from a number of sources.
- Can write a structured analysis essay by responding a question.



WRITING TASKS
<b>W1.</b> Writing An Opinion Paragraph
<b>W2.</b> Writing An Advantage and Disadvantage Paragraph
<b>W3.</b> Writing A Cause and Effect Paragraph
<b>W4.</b> Response Essay
<b>W5.</b> Opinion Essay
<b>W6.</b> Problem- Solution Essay
<b>W7.</b> Analysis Essay
<b>W8.</b> Cause- Effect Essay
<b>W9.</b> Argumentative Essay

#### EPE GRAMMAR OBJECTIVES

- Can use the present simple with future reference.
- Can tell when to use the past simple and when to use the present perfect.
- Can tell when to use the present perfect continuous tense.
- Can distinguish between the present perfect simple and present perfect continuous tense.
- Can tell when to use the past perfect tense.
- Can distinguish between the past simple and past perfect tense.





- Can tell when to use the past perfect continuous tense.
- Can distinguish between the past perfect tense and past perfect continuous tense.
- Can tell when to use the future continuous tense.
- Can tell when to use the future perfect tense.
- Can use modal verbs to express ability across different contexts and time frames.
- Can use modal verbs to express possibility across different contexts and time frames.
- Can use modal verbs to express necessity across different contexts and time frames.
- Can use modal verbs to express obligation across different contexts and time frames.
- Can use modal verbs to express requests, offers, and suggestions across different contexts and time frames.
- Can use modal verbs to express advice across different contexts and time frames.
- Can use modal verbs to express prohibition across different contexts and time frames.
- Can use 'used to' and 'would' to refer to past possibilities.
- Can use modal verbs to express deductions, possibilities, regrets, or assumptions about past events.
- Can use modal verbs to make inferences and assumptions about present situations.
- Can use reflexive pronouns.
- Can use a range of indefinite compound pronouns.
- Can identify which article (including no article) to use with a range of nouns and noun phrases.



- Can use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns.
- Can use common adverbials to express combinations and similarities between nouns and phrases.
- Can put a range of different adjectives into the correct sequence.
- Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).
- Can correctly use defining (restrictive) and non- defining (non- restrictive) relative clauses.
- Can use the present simple passive.
- Can use the past simple passive.
- Can use the present continuous passive.
- Can use the past continuous passive.
- Can use the present perfect passive.
- Can use the past perfect passive.
- Can use a range of modals with passive (infinitives) referring to the present or future.
- Can use gerunds in the passive form as complement.
- Can refer to indirect causation with 'get/make' + person + action.
- Can use 'get/have' to refer to having things done by other people.
- Can use a range of common verb + verb combinations using the '-ing' form.
- Can use verb + '-ing' forms as the subject of a sentence.



- Can form and use phrases with prepositions + verbs (+'-ing').
- Can use a range of verbs taking 'to' + infinitive.
- Can distinguish between 'to' + infinitive and '-ing' after certain verbs with a change of meaning.
- Can use infinitives after some common adjectives.
- Can describe simple conditions where one event follows another.
- Can describe possible future outcomes of a present action or situation using the first conditional.
- Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.
- Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional.
- Can use 'I wish/if only' to express wishes related to the present or future.
- Can use 'I wish/if only ...' to express regrets and wishes about the past.
- Can describe present or future outcomes of a hypothetical situation using 'even if'.
- Can describe present or future outcomes of a hypothetical situation using 'unless'.
- Can use a range of complex conjunctions in conditional statements (all three types).
- Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes.
- Can make tense changes (present to past) in reported speech.
- Can report past wh- questions.
- Can report yes/no questions with 'if/whether'.



- Can use adverbial clauses of time to express sequence and timing of the events.
- Can use adverbial clauses of contrast to express opposing ideas clearly.
- Can use adverbial clauses of reason and result to explain causes and consequences effectively.
- Can use adverbial clauses that extend an idea to create coherence and to add supporting details.
- Can use adverbial clauses of giving examples to illustrate ideas clearly.
- Can use adverbial clauses of listing points to organize ideas logically.
- Can use adverbial clauses of introducing a conclusion to summarize and finalize ideas.
- Can use common adverbials to express combinations and similarities between nouns and phrases.
- Can use common adverbials to express cause and effect.
- Can construct a range of phrases using compound adverbials composed of wh- words + ‘-ever’.
- Can use Wh- question words and that/the fact that in noun clauses.
- Can construct “reduced” defining relative clauses with verb + ‘-ing’.
- Can combine modals and phrasal modals to express more complex ideas.
- Can ask indirect questions using 'if/whether'.
- Can express purpose and intention with infinitive clauses.