



M2 Intended Learning Outcomes

Module 2 program intends to prepare students to be able to demonstrate the following abilities in the related sections.

Listening

- can identify the main idea in conversations, interviews, and short talks on familiar topics.
- can identify supporting details in spoken texts related to everyday topics (e.g., work, health, travel).
- can distinguish between main ideas and supporting details in structured listening tasks.
- can extract factual information such as dates, names, numbers, and quantities from spoken materials.
- can follow the linear progression of a short talk or narrative.
- can make predictions about upcoming content based on context, tone, or language cues.
- can recognize discourse markers (e.g., first, then, however) in extended speech.
- can recognize expressions of advice in clear speech.
- can recognize expressions of permission in familiar contexts.
- can recognize opinions and emotions expressed through tone, vocabulary, and intonation.
- can identify speaker attitude in everyday spoken interactions.
- can follow spoken advice and instructions related to tasks, services, or everyday problems.
- can understand instructions with visual or contextual support (e.g., maps, objects).
- can identify advantages and disadvantages presented in discussions or talks.
- can distinguish between different points of view in structured listening activities.
- can identify key messages in news items and short audiovisual materials.
- can infer implied meaning in simple conversations on familiar topics.

Reading

- can identify the main topic, main idea, and related details in structured texts such as articles, emails, brochures, and short official documents.
- can scan short texts (e.g., job ads, reviews, emails, brochures) to locate specific information quickly.
- can skim short texts to determine their main purpose or general meaning.
- can recognize the writer's purpose, point of view, and attitude in simple articles, blogs, and letters on familiar topics.
- can follow the sequence of events, cause-and-effect relationships, and simple text structures using discourse markers.



- can make basic inferences or predictions about content using headings, titles, or surrounding context.
- can distinguish between fact and opinion in straightforward texts.
- can extract simple technical information and instructions from manuals, brochures, and product descriptions on familiar topics.
- can recognize key vocabulary related to familiar subjects in texts.
- can interpret basic visual information such as charts, graphs, advertisements, and images.
- can identify details of events, feelings, wishes, and personal experiences in letters, emails, articles, and online postings.
- can follow standard letters, emails, and simple texts about everyday and social topics (e.g., holidays, travel, celebrations).
- can recognize significant points and advice in short articles and online reviews on familiar topics.
- can make simple predictions about text content based on titles, headlines, or summaries.
- can follow questionnaires and identify simple questions on familiar topics.

Speaking

- can initiate short conversations on familiar topics.
- can maintain a simple discussion using turn-taking strategies.
- can end a basic conversation appropriately.
- can respond politely to opinions and suggestions.
- can express agreement and disagreement using polite forms.
- can clarify simple misunderstandings during a conversation.
- can ask follow-up questions to continue a conversation.
- can describe familiar people using basic adjectives and structures.
- can describe places using spatial and descriptive language.
- can describe personal experiences using appropriate past tenses.
- can describe emotions and reactions related to personal events.
- can describe travel experiences using sequence markers and past vocabulary.
- can describe cultural topics such as music, films, and festivals using relevant vocabulary.
- can describe the personal significance of an event or situation.
- can express personal opinions on familiar topics.
- can justify opinions using simple linking words.
- can give basic advice on everyday situations.
- can recommend a simple course of action.
- can express preferences using fixed expressions.



- can respond to advice or opinions using simple phrases.
- can talk about daily routines using the present simple.
- can talk about past events using the past simple and past continuous.
- can talk about past habits using used to.
- can talk about future plans using going to or present continuous.
- can make predictions about the future using will or might.
- can describe intentions using appropriate future forms.
- can describe a picture or visual using topic-related vocabulary.
- can justify choices made in a visual-based task.
- can tell a short story using chronological order and time expressions.
- can compare people or things using comparatives and superlatives.
- can describe similarities using (not) as ... as structures.
- can define the basic features of an object or product.
- can ask for personal details using fixed expressions.
- can answer basic questions about familiar topics.
- can ask and answer questions about past events.
- can ask and answer questions about future plans.
- can ask and answer questions about preferences and routines.
- can make a simple complaint using appropriate language.
- can make a polite offer using fixed expressions.
- can give encouragement using simple expressions.

Writing

- can write short descriptive paragraphs on familiar topics.
- can write short narratives using time expressions and sequencers.
- can write short biographies using appropriate past forms.
- can write informal emails or letters for everyday purposes.
- can write formal emails or letters requesting or giving information.
- can write job application letters with basic supporting details.
- can write structured informational paragraphs or reports on familiar topics.
- can write simple opinion paragraphs expressing personal viewpoints.
- can write brief reviews of books, films, or cultural events.
- can organize a paragraph using a topic sentence, supporting details, and a concluding sentence.
- can group related ideas together in logical order.



- can write clear introductions and conclusions for basic essays.
- can signal the beginning, continuation, and end of a text using appropriate expressions.
- can apply basic outlining strategies before writing.
- can use basic sequencing words (e.g., first, then, finally) to connect events.
- can use simple connectors (e.g., and, but, so) to join ideas.
- can use cause-effect linkers (e.g., because, therefore) in simple texts.
- can use contrast linkers (e.g., however, although) appropriately.
- can repeat or refer to ideas to maintain coherence.
- can apply correct spelling in familiar words.
- can use punctuation correctly in simple texts.
- can use basic capitalization rules appropriately.
- can revise a written text for grammar and spelling errors.
- can edit a text for punctuation and word order problems.
- can summarize key points from a short text using a model.
- can paraphrase basic information using simple language.
- can report events or experiences clearly using past tenses.
- can write clearly about personal plans and future goals.
- can describe real or imaginary events using appropriate sequence.
- can support a main idea with examples or short explanations.
- can complete simple forms with personal or academic information.

Grammar and Language Use

- can use the present simple to describe routines, habits, and general facts.
- can use the present continuous to describe ongoing or temporary actions.
- can use the past simple to describe completed past events.
- can use the past continuous to describe background actions in the past.
- can use the present perfect to describe experiences and past events with present relevance.
- can use time expressions with the present perfect (e.g., already, yet, for, since).
- can use future forms (going to, will, present continuous) to talk about plans and predictions.
- can use the past perfect to sequence past events clearly.
- can use modal verbs (can, should, must, might, would, will, shall) to express ability, obligation, advice, permission, or possibility.
- can form and use the zero conditional to describe general truths and facts.
- can form and use the first conditional to talk about real future situations.



- can form and use the second conditional to describe hypothetical or imaginary situations.
- can form comparative adjectives to compare people or things.
- can form superlative adjectives to express extremes.
- can use expressions like (not) as ... as to show similarity or difference.
- can use too and enough to express excess or sufficiency.
- can use quantifiers (some, any, few, a little, much, many, no) accurately in context.
- can form the passive voice in the present simple, past simple and present perfect.
- can use subject–verb agreement accurately in sentences.
- can maintain correct word order in affirmative and question forms.
- can use gerunds (-ing) and infinitives (to + verb) after common verbs, prepositions, and expressions.
- can distinguish between gerunds and infinitives in specific verb patterns.
- can form defining relative clauses using who, which, that, where.
- can ask and answer yes/no and wh- questions in different tenses.
- can form indirect questions using appropriate structure.
- can use reported speech with appropriate tense shifts.
- can use adjectives to describe people, places, and things.
- can use adverbs to modify verbs, adjectives, and other adverbs.
- can use intensifiers (e.g., very, really, quite) to strengthen meaning.
- can use articles (a, an, the) appropriately in different contexts.
- can apply grammatical structures accurately in written texts and spoken interactions.

Vocabulary

- can recognize level-specific vocabulary related to everyday topics such as travel, work, health, culture, and technology.
- can use topic-specific vocabulary to describe personal experiences, opinions, and events in spoken and written texts.
- can choose appropriate words and expressions to complete structured texts or gap-fill tasks on familiar topics.
- can apply vocabulary related to functions such as giving advice, describing routines, comparing experiences, and expressing preferences.
- can recognize common collocations, phrasal verbs, and expressions used in everyday situations.
- can spell and pronounce common vocabulary items accurately enough to be understood in spoken and written communication.