



### M3 Intended Learning Outcomes

Module 3 program intends to prepare students to be able to demonstrate the following abilities in the related sections.

#### Listening

- Can identify the main idea and gist in short podcasts, short stories, a radio programme, conversations, and interviews.
- Can extract specific details from spoken texts on familiar topics.
- Can recognize examples, explanations, or supporting details in spoken language.
- Can identify cause and effect or problem-solution relationships in conversations.
- Can interpret the speaker's tone, opinion, or attitude in common situations.
- Can recognize when a speaker changes the topic or emphasizes key ideas.
- Can predict what will happen next based on context and tone.
- Can distinguish between facts and opinions in recorded texts.
- Can recognize discourse markers that introduce comparisons or clarifications.
- Can follow sequences of events in audio texts on familiar themes.
- Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech

#### Reading

- Can identify the main topic and related ideas in structured and semi-authentic texts.
- Can identify key information in an extended text or article.
- Can distinguish between main ideas and supporting details in short academic texts.
- Can skim texts to identify the main purpose or overall message.
- Can extract relevant details in essays, articles, blogs, everyday letters, brochures and short official documents
- Can scan texts to locate specific information
- Can recognize text organization (e.g., chronological, cause-effect, comparison) in structured texts.
- Can derive the meaning of unknown words using context clues in familiar topics.
- Can identify key subject vocabulary in written descriptions
- Can infer meaning and make predictions based on information in a text.
- Can recognize cohesive devices that link ideas within and between paragraphs.
- Can identify pronoun references and their antecedents in written passages.
- Can identify differences and similarities between points of view in extended texts.
- Can recognize the tone, purpose, and intended audience of a text.
- Can recognize a speaker's feelings, attitudes, and opinions.



- Can compare a written summary to its original text to evaluate accuracy and completeness.
- Can recognize contrasting arguments and distinguish fact from opinion in discursive texts.

### **Writing**

- Can write clear topic, supporting, and concluding sentences in well-structured paragraphs.
- Can compose opinion, cause-effect, and advantage-disadvantage paragraphs using appropriate transitions.
- Can structure a short essay with an introduction, thesis statement, body paragraphs, and conclusion.
- Can organise ideas logically within and across paragraphs.
- Can use linking words to signal cause-effect, and opinion (e.g., because, however, whereas).
- Can recognise cause-and-effect relationships in a structured text.
- Can write structured reports analysing pros and cons and making a simple recommendation.
- Can express opinions with supporting reasons and relevant examples.
- Can describe the advantages and disadvantages of multiple perspectives.
- Can describe a simple relationship between a main point and an example in a structured text.

### **Speaking**

- Can ask and respond to questions about familiar topics using appropriate expressions.
- Can express opinions, preferences, and suggestions in informal discussions.
- Can justify opinions with simple reasons and examples.
- Can participate in guided discussions about solutions to problems.
- Can give short, rehearsed talks or presentation on familiar topics using visuals.
- Can describe past events, future plans, or personal experiences using narrative structures.
- Can make predictions about the future
- Can make simple recommendation
- Can tell a story or describe something
- Can compare and contrast alternatives in response to prompts or images.
- Can use rhetorical questions and fixed expressions to maintain listener interest.
- Can explain the main points of graphs, charts, or written sources orally.
- Can summarize information from a familiar text or presentation.
- Can lead or contribute to a structured interview or classroom discussion.
- Can create and deliver a collaborative story or explanation with peers.
- Can develop an argument using common fixed expressions

### **Grammar**



- Can use the present simple and continuous accurately in context.
- Can differentiate between past simple, past continuous, and present perfect tenses.
- Can ask a range of questions to know more information about something
- Can use “can”, “be able to”, “could”, and “manage to” to talk about ability.
- Can use modals for obligation, possibility, and advice (must, can, could, should).
- Can use 'must' and 'can't' for inferences and assumptions in the present
- Can use “may”, “might” and “could” for deductions in the present.
- Can use "going to," "will," and present continuous to express future intentions and predictions by using adverbs of probability.
- Can use “could”, “may”, and “might to express likelihood in the present and near future.
- Can use “used to” and “would” to refer to past habits and routines
- Can use a range of verbs taking “to” + infinitive.
- Can use 'let/make/help' to refer to enabling, forcing, or allowing things to be done
- Can use a range of verbs taking “-ing”.
- Can construct conditional sentences (0, 1st, 2nd, 3rd) to express real and hypothetical situations.
- Can use comparatives and superlatives to express differences and extremes.
- Can form passive voice in present, future, past, and present perfect tenses.
- Can report speech using appropriate changes in tense and reporting verbs.
- Can use 'should(n't) have ...' to express regrets, wishes, or disapproval about the past
- Can use 'I wish’ to express wishes and regrets related to the present, future, and the past.
- Can use 'Shall I/we ...?' to make formal suggestions and offers
- Can express hope and aspiration with 'hope (that)' + complement clause
- Can use relative clauses (who, which, that, whose, where, when) to add information and connect ideas.
- Can link clauses using conjunctions (because, although, while, unless).
- Can apply quantifiers and articles correctly in descriptive writing.
- Can use cohesive devices to improve paragraph unity and coherence.

### **Vocabulary**

- Can use level-appropriate vocabulary accurately and appropriately in both spoken and written contexts.
- Can incorporate new thematic vocabulary from coursebook and supplementary materials into personal language use.
- Can apply word formation strategies (e.g., prefixes, suffixes), collocations, and contextual clues to understand and use new vocabulary.



- Can demonstrate the ability to select and use high-frequency academic and general vocabulary in familiar communicative tasks.