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# English Discoveries

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## Learning Outcomes



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## Learning Outcomes

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# First Discoveries – Basic 1, 2, 3

## Level Overview

In First Discoveries, learners access and make use of oral and written information needed for daily communication through a variety of media and text types. Oral and written texts contain simple vocabulary and basic syntactic structures appropriate for elementary and false beginner learners.

Topics covered: meeting people, shopping, accommodation, going to the doctor, shopping for food or clothes, going out, daily routines

On completing First Discoveries learners can typically do the following:

## Reading

Learners should be able to access written information in the form of simple, short texts, such as ads, emails, notes and postcards. Learners at the end of this course can typically:

- Identify the main idea and supporting details of short informational texts
- Understand factual information in short informational texts
- Understand supporting details of a reading text

## Listening

Learners should be able to access oral information in the form of video clips about everyday situations and activities. Learners at the end of this course can typically:

- Understand main ideas in a video clip
- Comprehend significant details of a video clip
- Understand supporting details of a video clip
- Identify the main characters in a video clip

## Speaking

Learners should be able to comprehend and participate in simple, controlled oral interactions in familiar everyday settings. Learners at the end of this course can typically:

- Participate in greetings and introductions
- Ask and answer simple personal questions
- Participate in simple store transactions
- Make a simple appointment by phone
- Say goodbye to someone

## **Writing**

Learners should be able to appreciate the conventions of the most common simple written text types such as emails, notes and forms. Learners at the end of this course can typically write their own version of a model text at the level of one sentence or a short paragraph, incorporating personal information.

## **Alphabet and Vocabulary**

Learners should be able to recognize and discriminate between common letter sounds and combinations in speech and writing. They can typically understand and produce a limited range of vocabulary related to their daily experiences such as: food, parts of the body, clothes and hobbies

# Basic Level

## Level Overview

In the Basic level courses, learners access and make use of oral and written information needed for daily communication through a variety of media and text types. Learners are exposed to and take part in oral interactions on familiar topics in everyday situations. Oral and written texts in each Basic level course contain simple vocabulary and basic syntactic structures relevant to that level and text type.

## Basic 1 Learning Outcomes

Topics covered: music, travel, food, going out, business matters, transport, meeting people, shopping

On completing Basic 1 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of simple, short texts (50-220 words), such as ads, stories, articles and postcards. Learners at the end of this course can typically:

- Identify the main idea and supporting details of short informational texts or narratives
- Understand factual information in a short informational text or narrative
- Understand the sequence of events in a story
- Identify the main characters in a simple narrative

### Listening

Learners should be able to access oral information from short listening texts (60-80 words), such as informational radio programs, ads, interviews and voice mail, as well as TV and radio dramas. Learners at this level can typically:

- Understand main ideas in a short listening text
- Comprehend significant details of a listening text
- Understand supporting details of a listening text
- Follow the sequence of events in a TV or radio drama
- Identify the speakers in a TV or radio drama or interview

## Speaking

Learners should be able to comprehend and participate in some oral interactions in familiar settings such as hotels, restaurants, offices and shops. Learners at this level can typically:

- Ask and answer simple personal questions
- Participate in greetings and introductions
- Give and take simple orders for food and drinks
- Make a simple meeting appointment by phone
- Say goodbye to someone

## Grammar

Learners should be able to understand and use simple grammatical structures to communicate routine tasks and describe familiar experiences. Learners can typically understand and correctly produce the following in some simple, everyday contexts:

- Be in simple affirmative and negative sentences
- Yes/No Questions using the verb Be
- the demonstratives this, that, these those
- plural forms of high frequency nouns
- there is, there are in short sentences
- definite and indefinite articles in short sentences and questions
- affirmative and negative forms of the Present Progressive
- Yes/No and Wh Questions in the Present Progressive

## Vocabulary

Learners can typically understand and accurately produce high frequency vocabulary in spoken and written texts in a range of familiar contexts (see above).

## Basic 2

Topics covered: directions, sports, restaurants, meeting people, work, shopping, health, family life

On completing Basic 2 many learners can typically do the following:

### Reading

Learners should be able to access written information in the form of simple, short texts (60-240 words), such as ads, articles, postcards and past tense narratives. Learners at the end of this course can typically:

- Identify the main idea and supporting details of short informational texts or narratives
- Understand factual information in an informational text or narrative
- Identify the main characters in a simple narrative
- Draw inferences based on information in a text
- Understand time expressions to follow the sequence of events in a story

### Listening

Learners should be able to access oral information from short listening texts (80-100 words), such as informational radio programs, ads, interviews and voice mail, as well as TV and radio dramas. Learners at the end of this course can typically:

- Understand main ideas in a short listening text
- Comprehend significant details of a listening text
- Understand supporting details of a listening text
- Follow the sequence of events in a TV or radio drama
- Identify the speakers in a TV or radio drama or interview
- Draw inferences based on information in a listening text

### Speaking

Learners should be able to comprehend and participate in most oral interactions in familiar settings, such as hotels, restaurants, offices and shops. Learners at the end of this course can typically:

- Give and receive compliments
- Make and accept suggestions
- Decline and accept an invitation
- Discuss personal likes and dislikes
- Ask for and give permission

## Grammar

Learners should be able to understand and use most simple grammatical structures to communicate routine tasks and describe familiar experiences. Learners can typically understand and correctly produce the following in many simple, everyday contexts:

- Past form of Be in affirmative and negative statements
- Past form of Be in Yes/No and Wh Questions
- Count and Non-count Nouns and quantifiers
- Affirmative and negative forms of the Present Simple
- Yes/No and Wh Questions in the Present Simple
- Comparative and Superlative adjectives
- Affirmative and negative forms of the Past Simple
- Yes/No and Wh Questions in the Past Simple
- The modals Can and May to express ability, permission or possibility
- The modal Have to to express obligation

## Vocabulary

Learners can typically understand and accurately produce high frequency vocabulary in spoken and written texts in a range of familiar contexts (see above).

## Basic 3

Topics covered: getting a job, business, travel, tourism, emotions, eating out, making excuses, entertainment, education

On completing Basic 3 most learners can typically do the following:

### Reading

Learners should be able to access written information in the form of simple, short texts (80-250 words), such as ads, articles, postcards and past tense narratives. Learners at the end of this course can typically:

- Identify the main idea and supporting details of short informational texts or narratives
- Understand factual information in an informational text or narrative
- Identify the main characters in a simple narrative
- Draw inferences based on information in a text
- Understand time expressions to follow the sequence of events in a story

### Listening

Learners should be able to access oral information from short listening texts (100-120 words), such as informational radio programs, ads, interviews and voice mail, as well as TV and radio dramas. Learners at the end of this course can typically:

- Understand main ideas in a short listening text
- Comprehend significant details of a listening text
- Understand supporting details of a listening text
- Follow the sequence of events in a TV or radio drama
- Identify the speakers in a TV or radio drama or interview
- Draw inferences based on information in a listening text

### Speaking

Learners should be able to comprehend and participate in most oral interactions in familiar settings such as hotels, restaurants, offices, shops and airports. Learners at the end of this course can typically:

- Answer a request
- Ask for someone on the telephone
- Discuss vacation plans
- Express preferences
- Give and ask for advice and information
- Decline an invitation

## Grammar

Learners should be able to understand and use simple grammatical structures to communicate routine tasks and describe familiar experiences. Learners can typically understand and correctly produce the following in most simple, everyday contexts:

- The modal *be able to* to talk about ability in the past, present and future
- The modal *had to* to talk about necessity or obligation
- The modal *should* to talk about duties, obligations and giving advice
- Gerunds and infinitives after verbs and prepositions
- Affirmative and negative forms of the Past Progressive
- Yes/No and Wh Questions in the Past Progressive
- QAdverbs of comparison and frequency
- Future Simple, Present Simple and Present Progressive to talk about future actions

## Vocabulary

Learners can typically understand and accurately produce high frequency vocabulary in spoken and written texts in a range of familiar contexts (see above).

# Intermediate Level

## Level Overview

In the Intermediate level courses, learners are exposed to and take part in oral interactions on less familiar topics in a range of situations. Learners access and make use of oral and written information needed for fluent communication through a variety of media and text types on a wider range of topics. Oral and written texts in each of the Intermediate courses contain richer vocabulary and more complex syntactic structures relevant to the level and text type.

## Intermediate 1 Learning Outcomes

Topics covered: celebrations, weather, arts and entertainment, at work, at the post office, emergencies, education

On completing Intermediate 1 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer texts (80-300 words), such as stories, articles and instructions. Learners at the end of this course can typically:

- Understand factual information in a reading text
- Identify the main characters in a narrative
- Understand the main idea and supporting details in a text
- Use information in a reading text to complete a passage
- Apply knowledge of sequence markers to understand the sequence of events in a text or to follow instructions
- Apply knowledge of time expressions and tenses to follow the sequence of events in a narrative or to follow instructions
- Classify information into categories

### Listening

Learners should be able to access oral information from longer listening texts (150-200 words), such as informational radio programs, ads, interviews, news and weather reports, and TV and radio dramas. Learners at the end of this course can typically:

- Identify the speakers in a TV or radio drama or interview
- Understand the main idea and supporting details in a listening text
- Classify information into categories
- Use information in a listening text to complete a written text
- Apply knowledge of time expressions and sequence markers to follow sequence of events in a listening text

## Speaking

Learners should be able to comprehend and participate in oral interactions in familiar settings such as work, school, leisure and travel. Learners at the end of this course can typically:

- Express uncertainty
- Ask and answer informational questions
- Apologize and accept an apology
- Express dreams, hopes and ambitions
- Give reasons and explanations for plans
- Clarify and give details about an everyday event
- Express obligation

## Grammar

Learners should be able to understand and use more complex grammatical structures to communicate familiar experiences and tasks. Learners can typically understand and correctly produce the following in regularly encountered contexts:

- The affirmative and negative forms of the Present Perfect
- Yes/No and Wh Questions in the Present Perfect
- The affirmative and negative forms of the Present Perfect Progressive
- The passive with or without an agent
- Relative clauses to modify the subject of a sentence
- Relative clauses with or without a relative pronoun
- Modals to express possibility, probability and obligation in passive statements and questions

## Vocabulary

Learners can typically understand and accurately produce high frequency vocabulary in spoken and written texts on topics which are familiar or of personal interest (see above).

## Intermediate 2 Learning Outcomes

Topics covered: buying a car, accidents, problems, charity work, dreams and ambitions, money matters, politics, instructions

On completing Intermediate 2 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer texts (100-300 words), such as stories, articles and instructions. Learners at the end of this course can typically:

- Understand factual information in an reading text
- Identify the main characters in a narrative
- Understand the main idea and supporting details in a text
- Use information in a reading text to complete a passage
- Apply knowledge of sequence markers to understand the sequence of events in a text or to follow instructions
- Apply knowledge of time expressions and tenses to follow the sequence of events in a narrative or to follow instructions
- Identify the target audience of a text
- Use information of a text to complete a summary of it
- Identify and understand points of view in a text
- Understand the cause and effect relationship in a narrative

### Listening

Learners should be able to access oral information from longer listening texts (150-200 words), such as informational radio programs, ads, interviews, news and weather reports, as well as TV and radio dramas. Learners at the end of this course can typically:

- Identify the speakers in a TV or radio drama or interview
- Understand the main idea and supporting details in a listening text
- Classify information into categories
- Use information in a listening text to complete a written text
- Apply knowledge of time expressions and sequence markers to follow sequence of events in a listening text
- Identify and understand points of view in a listening text
- Apply knowledge of markers of fact and opinion to understand points of view in a text

## Speaking

Learners should be able to comprehend and participate in oral interactions in familiar settings such as work, school, leisure and travel. Learners at the end of this course can typically:

- Persuade someone to do something
- Refuse an offer
- Warn someone of danger
- Express satisfaction and dissatisfaction
- Ask for help
- Make requests
- Transmit information
- Express displeasure about something
- Give and receive instructions

## Grammar

Learners should be able to understand and use more complex grammatical structures to communicate familiar experiences and tasks. Learners can typically understand and correctly produce the following in regularly encountered contexts:

- Real Conditionals to talk about real possibilities
- Unreal Conditionals to talk about things that are impossible or unlikely to happen
- The affirmative and the negative forms of the Past Perfect Progressive
- The affirmative and the negative forms of the Past Perfect Simple
- The correct tenses and time expressions when using reported speech
- Causatives in active and passive sentences

## Vocabulary

Learners can typically understand and accurately produce high and medium frequency vocabulary in spoken and written texts on topics which are familiar or of personal interest (see above).

## Intermediate 3 Learning Outcomes

Topics covered: relationships, sport and fitness, labor relations, social issues, arts and entertainment, restaurants

On completing Intermediate 3 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer texts (120-300 words), such as stories, articles and instructions. Learners at the end of this course can typically:

- Apply knowledge of sequence markers to understand the sequence of events in a text or to follow instructions
- Apply knowledge of time expressions and tenses to follow the sequence of events in a narrative or to follow instructions
- Identify the target audience of a text
- Use information in a written text to complete a summary of it
- Understand the cause and effect relationship in a narrative
- Draw inferences from information in a text
- Use implicit information in a story to predict its continuation
- Apply knowledge of contrast markers to understand a text
- Apply knowledge of direct and reported speech to understand a text
- Apply knowledge of markers of fact and opinion to understand points of view in a text
- Understand generalizations on the basis of examples

### Listening

Learners should be able to access oral information from longer listening texts (150-200 words), such as informational radio programs, ads, interviews, and news and weather reports, as well as TV and radio dramas. Learners at the end of this course can typically:

- Identify the speakers in a TV or radio drama or interview
- Understand the main idea and supporting details in a listening text
- Classify information into categories
- Use information in a listening text to complete a written text
- Apply knowledge of time expressions and sequence markers to follow sequence of events in a listening text
- Identify and understand points of view in a listening text
- Apply knowledge of markers of fact and opinion to understand points of view in a text
- Draw inferences on the basis of information in a listening text

- Understand implicit cause and effect relationship in a listening text
- Apply knowledge of reported speech to understand information in a listening text
- Use contextual clues in a listening text

### **Speaking**

Learners should be able to comprehend and participate in oral interactions in familiar settings such as work, school, leisure and travel. Learners at the end of this course can typically:

- Express regret
- Give and receive advice
- Express intention
- Offer help
- Accept help
- Say goodbye
- Make recommendations

### **Grammar**

Learners should be able to understand and use more complex grammatical structures to communicate familiar experiences and tasks. Learners can typically understand and correctly produce the following in regularly encountered contexts:

- Past conditionals to talk about hypothetical situations
- Non-restrictive Relative Clauses to give extra information about a noun
- Relative Pronouns whose, where, whoever and wherever
- Past form of modal to talk about things that may have taken place
- Conjunctions to connect clauses in a sentence

### **Vocabulary**

Learners can typically understand and accurately produce high and medium frequency vocabulary in spoken and written texts on topics which are familiar or of personal interest (see above).

# Overview of Advanced Level

In the Advanced level courses learners access and make use of more in-depth oral and written information needed for effective communication through a variety of media and text types. Learners are exposed to and take part in oral interactions on less familiar, more abstract topics in a wide range of situations. Listening and reading texts in each of the Advanced courses contain lower frequency vocabulary and complex syntactic structures relevant to the level and text type.

## Advanced 1 Learning Outcomes

Topics covered: cultural differences, crime, extreme sports, making complaints, business, communication, medicine and health, education, language learning

On completing Advanced 1 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer and more demanding texts (200-350 words), such as stories, articles and letters. Learners at the end of this course can typically:

- Understand the main idea and supporting details of a narrative
- Apply knowledge of markers of contrast to understand information in a narrative
- Understand idiomatic expressions in an magazine/newspaper article
- Apply knowledge of time expressions and tenses to understand the sequence of events in a text
- Identify the writer's attitude in a text
- Classify information into categories

### Listening

Learners should be able to access oral information in longer, more demanding listening texts (200-350 words) in the form of informational radio programs, interviews, news and weather reports, and TV and radio dramas. Learners at the end of this course can typically:

- Understand factual information in a listening text
- Understand the sequence of events in a text
- Understand implicit and explicit information in a listening text
- Understand the main idea and supporting details in a listening text
- Infer points of view in a listening text

## Speaking

Learners should be able to comprehend and participate effectively in oral interactions social, academic and professional settings. Learners at the end of this course can typically:

- Make complaints
- Offer sympathy and accept sympathy
- Agree and disagree with someone's opinion
- Give and ask for advice
- Agree and disagree over plans

## Grammar

Learners should be able to understand and use more complex grammatical structures to communicate familiar and unfamiliar experiences and tasks. Learners can typically understand and correctly produce the following contexts:

- Connectors of result
- The affirmative and negative forms of the Future Perfect
- The affirmative and negative forms of the Future Progressive
- The Passive Infinitive after adjectives and verbs
- The Perfect Infinitive
- Phrasal Verbs

## Vocabulary

Learners can typically understand and accurately produce medium to low frequency vocabulary in spoken and written texts on a range of social, academic and professional topics.

## Advanced 2 Learning Outcomes

Topics covered: communication, business careers, work, personal problems, economics, politics, and language of correspondence

On completing Advanced 2 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer and more demanding texts (250-350 words), such as stories, articles and letters. Learners at the end of this course can typically:

- Understand the main idea and supporting details of a narrative
- Apply knowledge of markers of contrast to understand information in a narrative
- Understand idiomatic expressions in an magazine/newspaper article
- Apply knowledge of time expressions and tenses to understand the sequence of events in a text
- Identify the writer's attitude in a text
- Classify information into categories
- Apply knowledge of connectors of contrast to understand a text
- Understand feelings of characters in a narrative
- Apply knowledge of modals to understand a text

### Listening

Learners should be able to access oral information in longer, more demanding listening texts (200-350 words) in the form of informational radio programs, interviews, news and weather reports, and TV and radio dramas. Learners at the end of this course can typically:

- Understand factual information in a listening text
- Understand the sequence of events in a listening text
- Understand implicit and explicit information in a listening text
- Understand the main idea and supporting details in a listening text
- Infer points of view in a listening text
- Draw inferences from information in a listening text
- Apply knowledge of relative clauses to understand information in a listening text
- Make use of visual context in a video clip

## Speaking

Learners should be able to comprehend and participate effectively in oral interactions in social, academic and professional settings. Learners at the end of this course can typically:

- Ask for and express opinions
- Express worry and concern
- Respond appropriately to a complaint
- Ask for a favor
- Respond appropriately to an interruption
- Express and respond appropriately to an apology

## Grammar

Learners should be able to understand and use more complex grammatical structures to communicate familiar and unfamiliar experiences and tasks. Learners can typically understand and correctly produce the following contexts:

- Connectors of cause and effect
- Connectors of contrast, sequence and purpose
- Differentiate between the use of *do* and *make*
- The present and past participial adjectives and verbs

## Vocabulary

Learners can typically understand and accurately produce medium to low frequency vocabulary in spoken and written texts on a range of social, academic and professional topics.

## Advanced 3 Learning Outcomes

Topics covered: relationships, crime and corruption, business, travel, politics, the supernatural

On completing Advanced 3 learners can typically do the following:

### Reading

Learners should be able to access written information in the form of longer and more demanding texts (300-370 words), such as stories, articles and letters. Learners at the end of this course can typically:

- Understand the main idea and supporting details of a narrative
- Apply knowledge of markers of contrast to understand information in a narrative
- Understand idiomatic expressions in a magazine/newspaper article
- Apply knowledge of time expressions and tenses to understand the sequence of events in a text
- Identify the writer's attitude in a text
- Apply knowledge of connectors of contrast to understand a text
- Understand feelings of characters in a narrative
- Apply knowledge of modals to understand a text
- Understand examples that support main ideas in a text
- Identify the purpose of a letter
- Apply knowledge of discourse markers to classify information into categories

### Listening

Learners should be able to access oral information in longer, more demanding listening texts (250-350 words) in the form of informational radio programs, interviews, news and weather reports, and TV and radio dramas. Learners at the end of this course can typically:

- Understand factual information in a listening text
- Understand implicit and explicit information in a listening text
- Understand the main idea and supporting details in a listening text
- Infer points of view in a listening text
- Draw inferences from information in a listening text
- Apply knowledge of relative clauses to understand information in a listening text
- Make use of visual context in a video clip
- Understand idiomatic expressions in a listening text

- Apply knowledge of time expressions and tenses to understand the sequence of events in a listening text

### **Speaking**

Learners should be able to comprehend and participate effectively in oral interactions in social, academic and professional settings. Learners at the end of this course can typically:

- Express surprise
- Politely agree to a request
- Refuse to do something
- Express frustration
- Express anger
- Respond to anger

### **Grammar**

Learners should be able to understand and use more complex grammatical structures to communicate familiar and unfamiliar experiences and tasks. Learners can typically understand and correctly produce the following contexts:

- The correct prepositions after verbs
- The correct prepositions after adjectives
- *So* and *such* correctly with adjectives and nouns to express emphasis
- Parallel structures
- The subjunctive after adjectives

### **Vocabulary**

Learners can typically understand and accurately produce medium to low frequency vocabulary in spoken and written texts on a range of social, academic and professional topics.