# English Three- Upper-Intermediate

## Aims

<table>
<thead>
<tr>
<th>Skill</th>
<th>Aims</th>
</tr>
</thead>
</table>
| **Reading** | 1. Skim a text for its main idea.  
2. Read with ease abstract complex texts such as manuals, specialised articles and literary work.  
3. Quickly identify the content of long texts.  
4. Read texts that are unrelated to their field of study.  
5. Differentiate between subjective and objective language.  
6. Understand technical instructions related and unrelated to their field of interest.  
7. Read to select or/write suitable sub-heading for given paragraphs.  
8. Scan a text to answer directly stated “yes or no” and “wh” questions.  
9. Make inferences  
10. Draw conclusions  
11. Answer opinion questions providing logical reasons and examples.  
12. Answer reading questions using their own words- paraphrase statements to answer reading questions.  
13. Understand texts in which a writer adopts a particular view point.  
14. Identify the meaning of words in context.  
15. Use a monolingual dictionary effectively to understand words outside their fields of interest.  
16. Distinguish facts from opinions.  
17. Read to understand what pronouns refer to in a text. |
| **Listening** | 1. Listening for gist  
2. Listening for details (specific information)  
3. Inferring meaning & relationships  
4. Identifying emotions, opinions, attitudes  
5. Recognising context, purpose and function |
| **Speaking** | 1. Practice fluency and accuracy.  
2. Develop speaking fluently and naturally.  
3. Show familiarity with idiomatic expressions and colloquialism with occasional slips.  
4. Minor vocabulary errors  
5. Maintain high degree of grammatical accuracy.  
6. Correct in retrospect minor slips in sentence structure.  
7. Use language flexibly for social purposes such as: emotional, allusive, and joking.  
8. Discuss ideas and opinions.  
9. Use language of emphasis and comparison to express their point of view.  
10. Analyse a problem and offer solution. |
### Writing

- Formal email of complaint
- Problem-solving report

**Students should be able to:**
1. Synthesise and evaluate information.
2. Use appropriate language to introduce and conclude a report.
3. Write clear topic sentences.
4. Write well-structured simple sentences with subject verb agreement.
5. Write well-structured compound sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) with correct punctuation and subject verb agreement.
6. Use words to express strong recommendations (it is important/ vital/ essential).
7. Use linkers to show contrast.
8. Use linkers to draw conclusions.
9. Use subordinate conjunctions (before, after, even though, even if, whether and however) to form well-structured complex sentences - PS: Ss are responsible for linkers tackled in E0, E1, and E2.

### Grammar:
1. Indirect questions
2. Quantifiers
3. Definite and zero articles
4. Modal Verbs (future)
5. Modal Verbs (past)
6. Third conditional
7. Past perfect (affirmative, negative, and question forms)
8. Verb patterns (infinitive and -ing forms)
9. Have something done

### Vocabulary:
1. Idioms to do with communication (unit 1)
2. Word combinations (unit 2)
3. Idioms and abstract nouns (unit 3)
4. Transport problems (unit 5)
5. Idioms with mind (unit 10)
6. Technology adjectives (unit 12)
7. Aspects of Culture (unit 11)

### Functional Language:
1. Outlining problems, offering solutions
2. Agreeing and disagreeing politely, polite questions
3. Emphasis and comparison
4. Persuading, recommending action
<table>
<thead>
<tr>
<th>Aims</th>
<th>Mechanics</th>
<th>Phonological Features</th>
</tr>
</thead>
</table>
| 5. Giving advice | 1. Use capital letters, full stops and question marks when necessary.  
2. Use commas for listing and answering “yes or no” questions.  
3. Use commas with coordinating and subordinate conjunctions.  
4. Use semi colon with “however” when necessary. | 1. Vary intonation and place sentence stress correctly to express finer shades of meaning.  
2. Have accuracy in pronouncing weak forms.  
3. Have accuracy in word stress and connected speech.  
4. Identify different patterns of intonation. |