

PRE-INTERMEDIATE (A2+) GRAMMAR

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TIME, TENSE & ASPECT				
FORM	MEANING	FUNCTION	SUPPORTING LANGUAGE WORK	LEARNER OUTCOMES
Present Simple	Permanent States State Verbs	To talk about permanent states: <i>He lives in Madrid.</i> Describe present states and conditions and talk about ideas/beliefs/ possessions: <i>This book belongs to me.</i>	Time Expressions: <i>every hour/week/month, usually, always, every morning/evening/afternoon,</i> Before/after + sentence State verbs (e.g. <i>believe, belong, understand, like, love</i>)	Produce affirmative/negative sentences and questions by using ' <i>simple present tense</i> ' to talk about habits, routines or permanent states Use a repertoire of state verbs to talk about and write about present conditions or states
Present Continuous	Actions happening around the time of speaking	To describe actions happening now/ at the moment of speaking <i>I'm reading a magazine now.</i> To talk about actions happening around the time of speaking <i>She's studying for the final exams.</i>	Time Expressions: <i>Now, at the moment, these days, tomorrow, next week, at 6 o'clock, at the weekend, on Monday</i>	Make affirmative /negative sentences and questions by using ' <i>present continuous tense</i> ' to talk about actions happening around the time of speaking Talk about fixed arrangements in the near future using ' <i>present continuous tense</i> '
Simple Past	A series of completed past actions Habits in the past	To list a series of completed past actions: <i>Lisa bought her house last year, decorated it and moved in a month.</i> To talk about habits in the past: <i>We went to the same beach every summer.</i>	Time Expressions: <i>Yesterday, last night/year/week, two months ago, in 1964</i> Before/after + sentence	Produce affirmative /negative sentences and questions by using ' <i>simple past tense</i> ' to talk about past events
Past continuous	Interrupted events Two actions in progress	To talk about an action which was in progress at a stated time in the past <i>At five o'clock yesterday I was cooking dinner.</i> To talk about a past action which was in progress when another action interrupted it (WHEN CLAUSE) <i>She was having breakfast when the phone rang.</i> To talk about two or more actions which were happening at the same time in the past (simultaneous actions) (WHILE CLAUSE) <i>Tina was doing the washing-up while the children were playing in the garden.</i>	<i>When/ while/As</i> (Short Action/ Long Action) Compare with simple past	Produce affirmative /negative sentences and questions in ' <i>past continuous tense</i> ' to talk about two actions in progress using ' <i>when</i> ' and ' <i>while</i> ' Make affirmative /negative sentences and questions by using ' <i>past continuous tense</i> ' in oral and written narratives (e.g. Personal anecdotes, stories, etc.) Recognize different functions of <i>simple past</i> and <i>past continuous</i>
Present perfect	Indefinite past actions	Actions which happened at an unstated time in the past <i>I have read this book.</i>	Time Expressions: <i>never, yet, already, just</i> <i>Have you ever...?</i>	Produce affirmative or negative sentences and questions in written and oral language by using ' <i>present</i>

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		To talk about an experience <i>They have travelled through Europe.</i>	<i>been</i> vs. <i>gone</i> <i>How long, for/since:</i>	<i>perfect tense</i> with <i>ever, never, yet</i> and <i>already</i>
	Unfinished actions	Duration of past states/actions relevant to now (with state verbs) <i>They have been teachers since 1987.</i> <i>I have known him for 10 years.</i>	<i>for</i> + time expressions (a year, two months) <i>since</i> + a year (1996) <i>since</i> + a clause (in the past - I was a child) <i>since</i> + noun phrase (my childhood) <i>since</i> + full sentence	Understand the differences between <i>present perfect</i> and <i>simple past tenses</i> and make affirmative /negative sentences and questions in written and oral language by using appropriate time expressions (e.g. Yesterday, already) Produce affirmative or negative sentences and questions in written and oral language by using ' <i>present perfect tense</i> ' to talk about unfinished past
Futurity	Future Simple -predictions -on the spot decisions Be going to -plans/intentions -predictions based on present evidence Present Continuous - Fixed arrangement in the near future	Predictions based on what we believe or think <i>Robots will do most of the work in the future.</i> On-the-spot decisions or promises <i>A: it's cold in here.</i> <i>B: i'll close the window.</i> Plans and intentions we have for the near future <i>Susan is going to move her house.</i> Predictions based on what we see or know <i>look at him. He's going to jump out of the train.</i> (present evidence) <i>They are leaving for Cairo tomorrow.</i>	Time Expressions: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year	Produce affirmative /negative sentences and questions by using ' <i>will</i> ' to make predictions based on what they believe or think Use ' <i>will</i> ' to make on-the-spot decisions or promises Produce affirmative /negative sentences and questions by using ' <i>be going to</i> ' to talk about their plans and intentions for the near future Use ' <i>be going to</i> ' to talk about their predictions based on present evidence
PAST HABITS				
Used to	Past Habits	To talk about past habits or things that do not happen anymore <i>Sarah used to drink a lot of coffee.</i>	<i>used to / didn't use to</i> <i>but/however</i> <i>anymore/ any longer/ no longer</i>	Make affirmative /negative sentences and questions with ' <i>used to</i> ' for past habits
ADVERBS OF PLACE/MANNER/TIME				
Adverbs - ly	Modify verb (adverbs of place, manner, time)	Give details about how actions are carried out	Compare regular/irregular adverbs: <i>well, fast, slowly, early, hard, etc</i>	Modify verbs using adverbs of place, time and manner
ARTICLES				
Articles	First and second mention of nouns	To emphasise nouns mentioned for the first time or second time	<i>a/an//the/Ø</i>	Emphasize nouns using articles ' <i>a/an/the</i> ' appropriately

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CONDITIONALS				
IF Clauses/ Conditionals	- Type 0 -Type 1	To express something which is always true or to talk about something which happens as a result of something else <i>If/When the temperature falls below 0 °C, water turns into ice.</i> To express a real or very probable situation in the present or future <i>If Tom studies hard, he will pass the exam.</i>	If/When <i>will</i>	Use <i>zero conditionals</i> with <i>if/when</i> for facts and truths Talk about present and future probability and possibility using <i>first conditionals</i> Ask questions using <i>first conditionals</i>
PASSIVE VOICE				
Passives (with/without by)	Passive Voice (Present Simple / Past Simple)	To show that the action of the verb is more important than the agent (The agent is introduced with by when it is important or needs to be stated.) <i>His car was stolen last night.</i> <i>E-mail was invented by Tomlinson.</i>	<i>by</i> Past participle forms	Recognize passive structures with or without ' by ' Produce affirmative /negative sentences and questions in written and oral language by using passives with or without ' <i>by</i> ' to talk about present and past facts and truths
COMPARATIVES				
Comparatives Superlatives (Not) as + adjective/adverb + as Less + adjective + than Much + comparative form + than (Not) the same as Similar to Different from	Similarity/differences	To compare two people, things, places, etc. (use of <i>than</i> with comparative adjectives) <i>Sue's skirt is longer than Mary's.</i> + Irregular comparatives (e.g. good/bad/much/many/little/far/hard/fast /...) To compare a person, thing or place with the whole group they belong to (Use of <i>the ... of/in</i> with superlative adjectives) <i>Pluto is the coldest planet in the solar system.</i> To say that two people, things or places are/ are not similar <i>Tom is as tall as Peter.</i> To compare two persons, things or places <i>The green jacket is less expensive than the yellow jacket.</i> To compare two persons, things or places <i>This tie is much longer than that one.</i> To show that two things are identical <i>Our new coffee table is the same as our old coffee table.</i> To show that two things share the same quality or characteristic	<i>As ... as, much more ... than, the same as</i> <i>Too, enough, both, different from</i> Irregular comparatives (hard, fast,	Compare people, things or places by using comparative structures appropriate to this level

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		<i>This table is similar to the other one.</i> To show that two things are different <i>Our new couch is different from our old couch.</i>		
DIRECT/REPORTED SPEECH				
Direct/Reported Speech	Direct Speech (Present Simple/Present Cont./Present Perfect/Past Simple/Past Cont./Future Simple) Reported Speech (Simple Present/Present Cont.)	The exact words someone said <i>"I want help" Mary says.</i> The exact meaning of what someone said, but not the exact words <i>Mary says that she wants help.</i> <i>Alison says that she is studying.</i>	<i>Say/tell</i> <i>Changes to the time expressions and subject/object pronouns</i> <i>"I do my homework " Mary said.</i> <i>Mary said she does her homework.</i>	Produce sentences in direct speech by using the exact words someone said Report sentences in simple present and present cont.
MODALS				
Will + infinitive without to	Certainty	To express certainty <i>He will definitely pass the course.</i>	No 3rd person s Modal + INF	
Must/have to Mustn't/can't Don't have to Should/shouldn't Could Would like Let's... Shall... Why don't...? How about...?	Present obligation and necessity Prohibition Lack of necessity Suggestions/Giving advice Ability Desires and wants Offers Suggestions	To express an obligation or necessity <i>You must stay in bed.</i> <i>I have to go to the post office.</i> To express prohibition <i>You mustn't/can't park here.</i> To express lack of necessity <i>You don't have to buy any oranges. We've got plenty.</i> To say what the right/best thing to do is <i>You should eat plenty of fruit and vegetables.</i> to say what isn't the right/best thing to do <i>You shouldn't eat junk food.</i> To show past ability <i>I could play the violin when I was a child. - Past ability</i> Polite way of saying 'I want' <i>I would like to see the film on television this evening.</i> <i>Would you like some cake?</i> For suggestion: Let's go to a movie. Shall I open the window? Why don't we go to the cinema?		Recognize and understand the form (affirmative, negative and question), meaning and use of modals of certainty, obligation, prohibition, lack of necessity, advice and ability Express certainty, obligation, lack of necessity and prohibition using modals appropriate to this level Give suggestions and show ability using modals appropriate to this level
GERUNDS & INFINITIVES				
Gerunds Infinitives	Depends on the lexis Gerund as subject	To use after certain verbs - (refer to intermediate word list)	Verb + gerund Verb + to + infinitive	Differentiate between verbs followed by gerunds and infinitives

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	Gerund as object Infinitive of purpose	<i>I love watching the sun set every evening.</i> <i>He wanted to buy some sugar.</i> To form nouns from verbs as subject and object: <i>Smoking is forbidden in this building.</i> <i>I like jogging.</i> To express purpose: <i>She went to the chemist's to buy some aspirin.</i>	Gerund + verb + complement Subject + verb + gerund To + verb	Use gerunds/gerund phrases as the subjects and objects of sentences Use infinitives to state purpose
DISCOURSE MARKERS				
Linkers	Simple cause/effect, contrast exemplification/addition	Linking actions with results/comparing ideas/giving supporting details	<i>So, (in order) to, however, also, in addition, for example</i>	Produce sentences using 'in order to, however, in addition, so, to, also, for example' to write or talk about simple cause/effect, exemplification and addition
QUANTIFIERS				
Quantifiers	Availability/existence Some- Any Much-Many A few/A little All too + adj / adv too + many + countable plural noun too + much + an uncountable noun enough+ noun adj/adv + enough	To describe amount/number of things <i>Some</i> in the affirmative with countable nouns in the plural and uncountable nouns <i>I want some strawberries and some ice-cream.</i> <i>Any</i> in the negative and interrogative form with countable nouns in the plural and uncountable nouns <i>There isn't any salt left. / have you got any biscuits?</i> <i>Much</i> and <i>many</i> in questions and negations <i>Is there much sugar in the bag? /there isn't much milk in the carton. / have you got many records? / She hasn't got many friends.</i> <i>A few</i> with plural countable nouns <i>We've got a few eggs.</i> <i>A little</i> with uncountable nouns <i>I want a little orange juice.</i> <i>All flowers are beautiful. (Flowers in general)</i> <i>He walks too fast.</i> <i>There were too many people at the party.</i> <i>There is too much food in the fridge.</i> <i>I have enough money.</i> <i>She isn't old enough.</i>	<i>Much/many, a few/little, all, none</i>	Make appropriate sentences by using a range of quantifiers appropriate to this level to talk about availability and existence

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QUESTIONS				
Q words – wh Tag questions Subject/object questions	Inquiry	Ask/answer simple questions <i>Who is the man next to you?</i> <i>You like hamburgers, don't you?</i> <i>"Who did you talk to yesterday?"</i> <i>"Who called you yesterday?"</i>		Make questions in oral and written language by using wh- questions in PIN tenses Use simple question tags (all the verb forms at this level)
PREPOSITIONS				
Prepositions	Direction of movement	To indicate details of movement of people or objects <i>Julie didn't recognize me. In fact, she walked straight past me.</i> <i>I hung the painting over our bed.</i>	<i>By, past, through, over, under, around</i>	Recognize prepositions of movement in various contexts Use <i>prepositions of movement</i> like <i>by, past, through, over, under</i> and <i>around</i> accurately
PRONOUNS				
Reflexive pronouns	Emphasis	To describe personal details/actions	<i>Myself, herself, etc</i>	Emphasize ideas using <i>reflexive pronouns</i> such as <i>myself</i> and <i>yourself</i>