**GRAMMAR OUTCOMES**

**At the end of the academic year students will be able to:**

|  | **STRUCTURE** | **A1-A2** | **A2+** | **B1** | **B1+** | **B2** | **B2+**  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | ‘to be’, ‘there is/are’  | 1.1. Use ‘*to be*’ to give and ask for personal information 1.2. Use *‘there is/are’* with ‘*a/an, some/any* and with *countable* *nouns* to describe the presence or existence of objects, people, or things 1.3. Use *‘there was/were*’ to say that something existed or didn’t exist |  |  |  |  | 1.4. Use *‘have’* in different contexts as the main or auxiliary verb |
| 2 | Pronouns & possessives | 2.1. Use *subject pronouns* considering gender and singularity/plurality2.2. Use *object pronouns* to avoid repetition2.3. Use *possessive ‘s’* and *possessive adjectives* to talk about personal belongings and family relationship | 2.4. Identify and use *indefinite* *pronouns* in sentences2.5. Identify and use *possessive pronouns* and ask questions with *‘whose’* to talk about possession2.6. Use *reflexive pronouns* to emphasize ideas |  |  |  | 2.7. Use *generic*, *reflexive*, and *reciprocal pronouns* |
| 3 | Prepositions | 3.1. Use ‘*at’*, ‘*in’*, and ‘*on’* to talk about time and place of events3.2. Use *‘during’, ‘until’, ‘before’, and ‘after’* to talk about time of events | 3.3. Identify and use *prepositions of movement* in various contexts |  |  |  |  |
| 4 | Nouns | 4.1. Use singular/plural *countable nouns* (regular & irregular) to talk about people, places, things, and ideas4.2. Use *countable/uncountable nouns* with *a/an/some/any* to indicate the amount/ number of things4.3. Use *countable/uncountable nouns* with *quantifiers (a lot of/ a few, a little, much* and *many)* to indicate the amount/number of things |  |  | 4.4. Use *adjectives as nouns* to talk about groups of people | 4.5. Use *collective nouns* to refer to a group of people |  |
| 5 | Adjectives | 5.1. Understand the function of *adjectives* in describing nouns and use them in simple sentences before nouns or after ‘*to be*’ |  |  | 5.2. Use *adjectives as nouns* to talk about groups of people |  |  |
| 6 | Adverbs | 6.1. Use *adverbs* (*very/really/quite)* to modify adjectives6.2. Use *adverbs of frequency* to mention the frequency of the events/actions in the Present Simple Tense6.3. Use *adverbs of manner* to modify verbs | 6.4. Use *adverbs of manner* to modify verbs, adjectives and other adverbs  |  | 6.5. Revise *adverbs of manner, frequency, degree, time and place* and *comment adverbs* |  |  |
| 7 | Comparison | 7.1. Use *comparatives* to describe the differences between two things7.2. Use *superlatives* to describe the qualities of one thing compared to others in a group | 7.3. Use *comparative adjectives* and *adverbs* and *‘less’* and *‘as…as’* to compare two people, places, things, or actions7.4. Use *superlatives* with *‘the least’*7.5. Use *superlatives* with the *Present Perfect Tense* + *ever*7.6. Show that two things are identical or share the same quality with *‘the same as’* | Revise 7.1, 7.2, 7.3, 7.4, 7.5 |  |  |  |
| 8 | Articles | 8.1. Understand the role of *articles* 8.2. Use ‘*a/an*’ with singular countable nouns8.3. Differentiate between ‘*a/an, the, or no article*’  |  | 8.4. Apply *‘a’, ‘an’, ‘the’* or *no article* to define nouns |  |  |  |
| 9 | Quantifiers | 9.1. Talk/write about amount and number of things using *quantifiers* (*a lot of, how much, many, a few, a little, some, any*)9.2. Ask questions with ‘*how much/many*’ for amount/number/price of things | 9.3. Apply *‘too, enough, too much, too many’* to describe excessive or (in)sufficient quantities |  |  |  |  |
| 10 | Discourse markers | 10.1 Identify and use *coordinating conjunctions* (*and, but, so, or*) to express relationship between ideas or actions10.2. Identify and use *conjunctions* (*before, after, when, until, because)* to mention time relationship and reason | 10.3. Identify connectors to express a reason *(because)*, a result *(so)*, and to show contrast *(but, although)* | 10.4. Use discourse markers to express contrast, purpose and reason  | 10.5. Use *adverbial clauses* to provide additional information about time, place, manner, condition, contrast, purpose, or reason  | Revise 10.4, 10.5 | 10.6. Use more adverbs and adverbials to express contrast, purpose, reason, and result |
| 11 | Present simple | 11.1. Form sentences and questions with *present simple* for habitual actions, general truths, and routines11.2. Use *imperatives* to tell somebody to do or not to do something | 11.3. Form sentences and questions with *present simple* for permanent states using frequency adverbs and expressions11.4. Identify the appropriate tense for different situations and contexts and formulate sentences using *present simple* and *present continuous*  | Revise 11.3 |  |  |  |
| 12 | Present continuous | 12.1. Form sentences and questions with *present* *continuous* for actions in progress or temporary actions happening around now | Revise 12.112.2. Identify the appropriate tense for different situations and contexts and formulate sentences using *present simple* and *present continuous* 12.3. Comprehend the concept of *stative verbs* in English and distinguish them from action verbs12.4. Form sentences and questions with *present continuous for future arrangements* | Revise 12.1, 12.2, 12.3, 12.412.5. Understand verbs that can be action and non-action  |  |  |  |
| 13 | Present perfect | 13.1. Form sentences and questions using *present perfect* with *‘ever’* and *‘never’* for indefinite past actions and to talk about recent events | 13.2. Identify the appropriate tense for different situations and contexts and formulate sentences using *present perfect* and *past simple* 13.3. Form sentences and questions using *present perfect* with *‘just’, ‘already’* and *‘yet’* for indefinite past actions and to give recent news13.4. Form sentences and questions using *present perfect* with *‘since’* and *‘for’* for unfinished past | Revise 13.1, 13.2, 13.3, 13.4 | Revise 13.1, 13.2, 13.3, 13.413.5. Use *present perfect* with *superlatives* and *‘the first/second/last time’* |  |  |
| 14 | Present perfect continuous |  |  | 14.1. Use the *present perfect continuous* to express ongoing actions that started in the past and continue up to the present moment or have recently stopped.14.2. Identify the appropriate tense for different situations and contexts and formulate sentences using *present perfect simple* and *present perfect continuous* | Revise 14.1 |  |  |
| 15 | Past simple | 15.1. Form sentences and questions with *past simple* for past experiences, states, events, and situations | 15.2. Form sentences and questions with *past simple* for finished actions that happened once or more | Revise 15.215.3. Use *past simple* *with other past tenses* to narrate past events with a focus on sequencing | Revise 15.3 |  | 15.4. Revise *narrative tenses* |
| 16 | Past continuous |  | 16.1. Form sentences and questions using *past continuous* with ‘*when’, ‘while’, ‘after’ and ‘before’* for interrupted, simultaneous, and sequential events16.2. Form sentences and questions with *past continuous* for actions in progress at a specific moment in the past16.3. Form sentences and questions with *past continuous* to give background information at the beginning of a story16.4. Identify the appropriate tense for different situations and contexts and formulate sentences using *past simple* and *past continuous*  | Revise 16.1, 16.2, 16.316.5. Use *past continuous with other past tenses* to narrate past events with a focus on describing background actions | Revise 16.5 |  |  |
| 17 | Past perfect |  | 17.1. Form sentences and questions with *past perfect* to indicate a past action that happened before another past action | Revise 17.117.2. Use *past perfect with other past tenses* to narrate past events with a focus on expressing completed actions before another past event  | Revise 17.2 |  |  |
| 18 | Future (be going to) | 18.1. Form sentences and questions with *going to future tense* for plans and predictions | 18.2. Form sentences and questions with *going to future tense* for plans, predictions and intentions | Revise 18.2 |  |  | Revise 18.2 |
| 19 | Future (will) |  | 19.1. Form sentences and questions with *‘will’* for predictions, instant decisions, offers and promises | Revise 19.1 |  |  | Revise 19.1 |
| 20 | Future continuous |  |  |  | 20.1. Use *future continuous* to express actions in progress at a certain time in the future |  | Revise 20.1 |
| 21 | Future perfect |  |  |  | 21.1. Use *future perfect* to express completed actions in the future |  |  |
| 22 | Gerunds & infinitives | 22.1. Use *infinitives* after certain verbs | 22.2. Use *gerunds & infinitives* after certain verbs, adjectives, prepositions, question words 22.2. Use *gerunds & infinitives* as the subject/ object of the sentence22.3. Use *infinitives* to express purpose | Revise 22.122.3. Choose between *infinitive* and *gerund* form for *‘forget’, ‘remember’, ‘try’, ‘stop’, and ‘regret’* | 22.4. Revise *gerunds* and *infinitives* | 22.5. Use past and passive forms of *gerunds* and *infinitives* | Revise 22.3, 22.4, 22.5 |
| 23 | Questions | 23.1. Form *yes/no* and *wh- questions* and understand word order in questions | 23.2. Use question words *‘who, what, where, when, why, how*’ and understand proper word order in forming questions23.3. Differentiate between *subject questions* and *object questions* |  | 23.4. *Use indirect questions* to construct polite and formal questions |  |  |
| 24 | Modals | 24.1. Produce sentences and questions with ‘*can*’ to express ability, possibility, and for polite requests and offers24.2. Use ‘*could*’ to express ability and possibility in the past | 24.3. Apply *‘must’* and *‘have to’* in sentences to express an obligation, necessity, or strong recommendation24.4. Apply *‘should’*, *‘ought to’* in sentences to express suggestions and give advice24.5. Apply *‘Let’s…’, ‘Shall I/We…?’, ‘Why don’t…?’* and *‘How about…?’* to make suggestions 24.6. Use *‘might’* and *‘may’* to express possibility | Revise 24.324.9. Apply *‘had to’* and *‘didn’t have to’* in sentences to express an obligation and lack of necessity in the past 24.10. Differentiate between the modal verbs ‘*can’* and ‘*could’* in terms of present and past ability, permission, and possibility, and understand how *‘be able to’* can be used as an alternative24.11. Use *‘must/may /might /could /can’t’* to make deductions in the present time |  | 24.12. Use *‘must/may /might/could /can’t / couldn’t+have+V3’* to make deductions in the past time24.13. Use *‘should/ ought to have+V3’* to express regret and criticism  | Revise 24.11, 24.1224.14. Use *modals* and *modal like expressions* to express permission, obligation, and necessity |
| 25 | Conditionals |  | 25.1. Construct *zero conditional sentences* for general truths, facts and scientific principles25.2. Apply *first conditional* structures to express future possibilities, predictions, or likely outcomes25.3. Apply *second conditional* structures to express unreal or improbable situations and their potential outcomes  | Revise 25.2, 25.325.4. Use *‘unless’* to replace *‘if…not’* in conditionals25.5. Apply *third conditiona*l structures to express unreal situations or regrets, criticism and excuses in the past | 25.6. Revise *zero and first conditionals* and future time clauses25.7. Revise *second and third conditionals*25.8. Use *‘wish’* and *‘if only’* to express wishes/regrets about the present, past and future |  | Revise 25.8 |
| 26 | Passives |  | 26.1. Recognise and form *passive structures* with the Simple Present and Simple Past | 26.2. Understand and construct *passive structures* with all the tenses and modals |  | Revise 26.226.3. Use *impersonal passives i*n formal contexts | Revise 26.3 |
| 27 | Causatives |  |  | 27.1. Use *causatives* (*have/make/get* and *help/let*) and similar verbs in different contexts, such as permission, obligation, and assistance | Revise 27.1 |  | 27.2. Use *‘get’* in *causative* and *passive* structures |
| 28 | Relative clauses |  | 28.1. Recognise relative pronouns *‘who’, ‘which’,* and *‘where’* at the beginning of relative clauses to describe nouns | 28.2. Use *relative clauses* to give essential and non-essential information (defining & non-defining)  |  |  | Revise 28.2 |
| 29 | Reported speech & reporting verbs |  |  | 29.1. Report statements, questions, orders/ instructions without exact words  | 29.2. Report statements, questions, orders/ instructions using different verbs | Revise 29.1&2 |  |
| 30 | (Get/be) used to & would |  | 30.1. Form sentences using *‘used to’* for past habits, actions, and states | Revise 30.130.2. Form sentences with *‘be/get used to’, ‘any more/any longer/ no longer’* and present simple for present habits and actions | 30.3. Revise forms of *‘used to’* for past and present habits |  | Revise 30.2, 30.3 |
| 31 | Noun clauses |  |  | 31.1. Use *noun clauses* with *‘that’* after certain verbs and adjectives, and as the subject of the sentence  | 31.2. Use *noun clauses* derived from questions to express implicit questions |  |  |