

GRAMMAR OUTCOMES

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

	STRUCTURE	A1-A2	A2+	B1	B1+	Pre-Faculty
1	'to be', 'there is/are'	1.1. Use <i>'to be'</i> to give and ask for personal information 1.2. Use <i>'there is/are'</i> with <i>'a/an, some/any'</i> and with <i>countable nouns</i> to describe the presence or existence of objects, people, or things 1.3. Use <i>'there was/were'</i> to say that something existed or didn't exist				1.4. Use <i>'have'</i> in different contexts as the main or auxiliary verb
2	Pronouns & possessives	2.1. Use <i>subject pronouns</i> considering gender and singularity/plurality 2.2. Use <i>object pronouns</i> to avoid repetition 2.3. Use <i>possessive 's'</i> and <i>possessive adjectives</i> to talk about personal belongings and family relationship	2.4. Identify and use <i>indefinite pronouns</i> in sentences 2.5. Identify and use <i>possessive pronouns</i> and ask questions with <i>'whose'</i> to talk about possession 2.6. Use <i>reflexive pronouns</i> to emphasize ideas			2.7. Use <i>generic, reflexive, and reciprocal pronouns</i>
3	Prepositions	3.1. Use <i>'at', 'in', and 'on'</i> to talk about time and place of events 3.2. Use <i>'during', 'until', 'before', and 'after'</i> to talk about time of events	3.3. Identify and use <i>prepositions of movement</i> in various contexts			
4	Nouns	4.1. Use singular/plural <i>countable nouns</i> (regular & irregular) to talk about people, places, things, and ideas 4.2. Use <i>countable/uncountable nouns</i> with <i>a/an/some/any</i> to indicate the amount/ number of things 4.3. Use <i>countable/uncountable nouns</i> with <i>quantifiers (a lot of/ a few, a little, much and many)</i> to indicate the amount/number of things			4.4. Use <i>adjectives as nouns</i> to talk about groups of people	4.5. Use <i>collective nouns</i> to refer to a group of people
5	Adjectives	5.1. Understand the function of <i>adjectives</i> in describing nouns and use them in simple sentences before nouns or after <i>'to be'</i>			5.2. Use <i>adjectives as nouns</i> to talk about groups of people	

6	Adverbs	6.1. Use <i>adverbs</i> (<i>very/really/quite</i>) to modify adjectives 6.2. Use <i>adverbs of frequency</i> to mention the frequency of the events/actions in the Present Simple Tense 6.3. Use <i>adverbs of manner</i> to modify verbs	6.4. Use <i>adverbs of manner</i> to modify verbs, adjectives and other adverbs		6.5. Revise <i>adverbs of manner, frequency, degree, time and place</i> and <i>comment adverbs</i>		
7	Comparison	7.1. Use <i>comparatives</i> to describe the differences between two things 7.2. Use <i>superlatives</i> to describe the qualities of one thing compared to others in a group	7.3. Use <i>comparative adjectives and adverbs</i> and ' <i>less</i> ' and ' <i>as...as</i> ' to compare two people, places, things, or actions 7.4. Use <i>superlatives</i> with ' <i>the least</i> ' 7.5. Use <i>superlatives</i> with the <i>Present Perfect Tense + ever</i> 7.6. Show that two things are identical or share the same quality with ' <i>the same as</i> '	Revise 7.1, 7.2, 7.3, 7.4, 7.5			
8	Articles	8.1. Understand the role of <i>articles</i> 8.2. Use ' <i>a/an</i> ' with singular countable nouns 8.3. Differentiate between ' <i>a/an, the, or no article</i> '		8.4. Apply ' <i>a</i> ', ' <i>an</i> ', ' <i>the</i> ' or <i>no article</i> to define nouns			
9	Quantifiers	9.1. Talk/write about amount and number of things using <i>quantifiers</i> (<i>a lot of, how much, many, a few, a little, some, any</i>) 9.2. Ask questions with ' <i>how much/many</i> ' for amount/number/price of things	9.3. Apply ' <i>too, enough, too much, too many</i> ' to describe excessive or (in)sufficient quantities				
10	Discourse markers	10.1 Identify and use <i>coordinating conjunctions</i> (<i>and, but, so, or</i>) to express relationship between ideas or actions 10.2. Identify and use <i>conjunctions</i> (<i>before, after, when, until, because</i>) to mention time relationship and reason	10.3. Identify connectors to express a reason (<i>because</i>), a result (<i>so</i>), and to show contrast (<i>but, although</i>)	10.4. Use discourse markers to express contrast, purpose and reason	10.5. Use <i>adverbial clauses</i> 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 <i>present simple</i> for habitual actions, general truths, and routines 11.2. Use <i>imperatives</i> to tell somebody to do or not to do something	11.3. Form sentences and questions with <i>present simple</i> for permanent states using frequency adverbs and expressions 11.4. Identify the appropriate tense for different situations and contexts and formulate sentences using <i>present simple</i> and <i>present continuous</i>	Revise 11.3			

12	Present continuous	12.1. Form sentences and questions with <i>present continuous</i> for actions in progress or temporary actions happening around now	Revise 12.1 12.2. Identify the appropriate tense for different situations and contexts and formulate sentences using <i>present simple</i> and <i>present continuous</i> 12.3. Comprehend the concept of <i>stative verbs</i> in English and distinguish them from action verbs 12.4. Form sentences and questions with <i>present continuous for future arrangements</i>	Revise 12.1, 12.2, 12.3, 12.4 12.5. Understand verbs that can be action and non-action			
13	Present perfect	13.1. Form sentences and questions using <i>present perfect</i> 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 <i>present perfect</i> and <i>past simple</i> 13.3. Form sentences and questions using <i>present perfect</i> with 'just', 'already' and 'yet' for indefinite past actions and to give recent news 13.4. Form sentences and questions using <i>present perfect</i> with 'since' and 'for' for unfinished past	Revise 13.1, 13.2, 13.3, 13.4	Revise 13.1, 13.2, 13.3, 13.4 13.5. Use <i>present perfect</i> with <i>superlatives</i> and 'the first/second/last time'		
14	Present perfect continuous			14.1. Use the <i>present perfect continuous</i> 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 <i>present perfect simple</i> and <i>present perfect continuous</i>	Revise 14.1		
15	Past simple	15.1. Form sentences and questions with <i>past simple</i> for past experiences, states, events, and situations	15.2. Form sentences and questions with <i>past simple</i> for finished actions that happened once or more	Revise 15.2 15.3. Use <i>past simple with other past tenses</i> to narrate past events with a focus on sequencing	Revise 15.3		15.4. Revise <i>narrative tenses</i>
16	Past continuous		16.1. Form sentences and questions using <i>past continuous</i> with 'when', 'while', 'after' and 'before' for interrupted, simultaneous, and sequential events 16.2. Form sentences and questions with <i>past continuous</i> for actions in progress at a specific moment in the past	Revise 16.1, 16.2, 16.3 16.5. Use <i>past continuous with other past tenses</i> to narrate past events with a focus on describing background actions	Revise 16.5		

			16.3. Form sentences and questions with <i>past continuous</i> to give background information at the beginning of a story 16.4. Identify the appropriate tense for different situations and contexts and formulate sentences using <i>past simple</i> and <i>past continuous</i>				
17	Past perfect		17.1. Form sentences and questions with <i>past perfect</i> to indicate a past action that happened before another past action	Revise 17.1 17.2. Use <i>past perfect</i> with <i>other past tenses</i> 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 <i>going to future tense</i> for plans and predictions	18.2. Form sentences and questions with <i>going to future tense</i> for plans, predictions and intentions	Revise 18.2			Revise 18.2
19	Future (will)		19.1. Form sentences and questions with ' <i>will</i> ' for predictions, instant decisions, offers and promises	Revise 19.1			Revise 19.1
20	Future continuous				20.1. Use <i>future continuous</i> to express actions in progress at a certain time in the future		Revise 20.1
21	Future perfect				21.1. Use <i>future perfect</i> to express completed actions in the future		
22	Gerunds & infinitives	22.1. Use <i>infinitives</i> after certain verbs	22.2. Use <i>gerunds & infinitives</i> after certain verbs, adjectives, prepositions, question words 22.2. Use <i>gerunds & infinitives</i> as the subject/ object of the sentence 22.3. Use <i>infinitives</i> to express purpose	Revise 22.1 22.3. Choose between <i>infinitive</i> and <i>gerund</i> form for ' <i>forget</i> ', ' <i>remember</i> ', ' <i>try</i> ', ' <i>stop</i> ', and ' <i>regret</i> '	22.4. Revise <i>gerunds</i> and <i>infinitives</i>	22.5. Use past and passive forms of <i>gerunds</i> and <i>infinitives</i>	Revise 22.3, 22.4, 22.5
23	Questions	23.1. Form <i>yes/no</i> and <i>wh-questions</i> and understand word order in questions	23.2. Use question words ' <i>who</i> ', ' <i>what</i> ', ' <i>where</i> ', ' <i>when</i> ', ' <i>why</i> ', ' <i>how</i> ' and understand proper word order in forming questions 23.3. Differentiate between <i>subject questions</i> and <i>object questions</i>		23.4. Use <i>indirect questions</i> to construct polite and formal questions		
24	Modals	24.1. Produce sentences and questions with ' <i>can</i> ' to express ability, possibility, and for polite requests and offers 24.2. Use ' <i>could</i> ' to express ability and possibility in the past	24.3. Apply ' <i>must</i> ' and ' <i>have to</i> ' in sentences to express an obligation, necessity, or strong recommendation 24.4. Apply ' <i>should</i> ', ' <i>ought to</i> ' in sentences to express suggestions and give advice	Revise 24.3 24.9. Apply ' <i>had to</i> ' and ' <i>didn't have to</i> ' in sentences to express an obligation and lack of necessity in the past 24.10. Differentiate between the modal verbs ' <i>can</i> ' and ' <i>could</i> ' in terms of present and		24.12. Use ' <i>must/may/might/could/can't/couldn't+have +V₃</i> ' to make deductions in the past time	Revise 24.11, 24.12 24.14. Use <i>modals</i> and <i>modal like expressions</i> to express permission, obligation, and necessity

			24.5. Apply 'Let's...', 'Shall I/We...?', 'Why don't...?' and 'How about...?' to make suggestions 24.6. Use 'might' and 'may' to express possibility	past ability, permission, and possibility, and understand how 'be able to' can be used as an alternative 24.11. Use 'must/may/might/could/can't' to make deductions in the present time		24.13. Use 'should/ought to have+V ₃ ' to express regret and criticism	
25	Conditionals		25.1. Construct <i>zero conditional sentences</i> for general truths, facts and scientific principles 25.2. Apply <i>first conditional</i> structures to express future possibilities, predictions, or likely outcomes 25.3. Apply <i>second conditional</i> structures to express unreal or improbable situations and their potential outcomes	Revise 25.2, 25.3 25.4. Use 'unless' to replace 'if...not' in conditionals 25.5. Apply <i>third conditional</i> structures to express unreal situations or regrets, criticism and excuses in the past	25.6. Revise <i>zero and first conditionals</i> and future time clauses 25.7. Revise <i>second and third conditionals</i> 25.8. Use 'wish' and 'if only' to express wishes/regrets about the present, past and future	Revise 25.8	25.9 Use <i>mixed conditionals</i> and <i>alternatives to if</i> in conditional sentences
26	Passives		26.1. Recognise and form <i>passive structures</i> with the Simple Present and Simple Past	26.2. Understand and construct <i>passive structures</i> with all the tenses and modals		Revise 26.2 26.3. Use <i>impersonal passives</i> in formal contexts	Revise 26.3
27	Causatives			27.1. Use <i>causatives</i> (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 <i>causative</i> and <i>passive</i> 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 <i>relative clauses</i> to give essential and non-essential information (<i>defining & non-defining</i>)			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 30.1 30.2. 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 30.4 Use <i>would rather</i> to express preferences
31	Noun clauses			31.1. Use <i>noun clauses</i> with 'that' after certain verbs and adjectives, and as the subject of the sentence	31.2. Use <i>noun clauses</i> derived from questions to express implicit questions		