



# Curriculum Outline

# Grammar Learning

Pre-Intermediate/Intermediate

Module 1-3 (164 lessons)

A Guide for Grammar Learning English  
Curriculum

# GRAMMAR LEARNING

Pre-Intermediate/Intermediate

## UNIT 1

### > POSSESSIVE PRONOUNS

Primary objective:

- to introduce the possessive pronouns, mine, yours, his, hers, ours, your, theirs
- to distinguish between possessive adjectives and possessive pronouns

### > HAVE AND HAVE GOT

Primary objective:

- negative form of have and have got

### > PREPOSITIONS

Primary objective:

- to introduce the prepositions of time: while, during, for
- to review the prepositions of time: at, on, in, before, after

### > REFLEXIVE PRONOUNS

Primary objective:

- to introduce the reflexive pronouns, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- to show the non-emphatic and emphatic usages of reflexive pronouns

### > HAVE AND HAVE GOT

Primary objective:

- question form of have and have got

## UNIT 2

### > PREPOSITIONS

Primary objective:

- to introduce the prepositions of time: while, during, for
- to review the prepositions of time: at, on, in, before, after

### > REFLEXIVE AND RECIPROCAL PRONOUNS

Primary objective:

- to review the reflexive pronouns, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- To introduce each other and one another
- To introduce the constructions by myself, on my own and my own

### > HAVE AND HAVE GOT

Primary objective:

- use short answers for have and have got questions
- introduce have for actions and experiences, (but not have got)
- introduce possible use of continuous tenses for actions and experiences

### > PRESENT SIMPLE

Primary objective:

- express likes and dislikes
- express how often in question form with adverbs of frequency
- introduce the concept of the infinitive (without to) present simple negative

### > PRESENT SIMPLE

Primary objective:

- question form
- the construction, do you like?
- answering questions based on, how about you?
- questions with adverbs of frequency (e.g. the use of ever instead of never in questions)

## UNIT 3

### > QUANTITIES

Primary objective:

- to introduce expressions of quantity with uncountable nouns, such as jug, bottle, glass, cup, bowl, packet, tin, can, mug, tube, bottle

### > PRESENT SIMPLE

Primary objective:

- question form using question words (where, what, how Often, how Much)
- introduce the construction, What do you do? to ask what someone's job is
- introduce short answers (yes I do, no I don't)

### > ADJECTIVES

Primary objective:

- use -ed and -ing adjectives to differentiate between similar looking adjectives in English

### > QUANTITIES

Primary objective:

- to introduce expressions of quantity with uncountable nouns, such as jar, carton, box, bag, tube vs. tub, carton vs. dozen, bunch
- use of expressions of quantity as countable nouns themselves (e.g. two slices of pizza)

### > ADJECTIVES QUIZ

Primary objective:

- quiz review of adjectives ending in -ed and -ing

## UNIT 4

### > ABILITY

Primary objective:

- use can for general ability and be able to for specific ability
- use could for general ability and be able to or managed to for specific ability (not could)

### > PRESENT CONTINUOUS

Primary objective:

- review the present continuous in positive and negative form with contractions

### > QUANTITIES

Primary objective:

- to introduce expressions of quantity such as bar, slice vs. piece (cake), loaf, pair, sheet vs. piece (paper)
- to introduce expressions of quantity related to cooking (spoonful, cupful)

### > ADJECTIVES

Primary objective:

- introduce the structure of adjective before noun
- show that adjectives have no singular or plural form

### > PAST SIMPLE

Primary objective:

- use past simple, with regular verbs in positive form
- use expressions of time with past simple (at 2pm, yesterday, on Monday)

## UNIT 5

### > REQUESTS

Primary objective:

- use polite requests with 'I' as the subject: may, could, can
- use polite requests with you as the subject: would you, will you, could you, can you
- use polite requests with would you mind...? (If I + past tense, + -ing)

### > PRESENT CONTINUOUS

Primary objective:

- use the present continuous in question form, including short answers (Yes/No) and question words (Who, What, When, Where, Why, How)

### > NECESSITY

Primary objective:

- to introduce the concept of necessity
- use must and have to to express necessity
- to familiarize students with opinions, opinions of importance or urgency, obligations and rules

### > SOME/ANY

Primary objective:

- use of some and any without a noun (Can I have some?)

### > PRESENT CONTINUOUS

Primary objective:

- review all forms of the present continuous with a focus on usage
- introduce present continuous with always to express too little, too much, not enough
- introduce using the present continuous for unusual behavior and complaints

## UNIT 6

### > ADJECTIVES

Primary objective:

- review all forms of the present continuous with a focus on usage
- introduce present continuous with always to express too little, too much, not enough
- introduce using the present continuous for unusual behavior and complaints

### > PAST CONTINUOUS

Primary objective:

- use the past continuous in positive form

### > ARTICLES

Primary objective:

- outline the difference between a/an and the
- to use expressions of frequency such as once a week, twice a month etc.
- to use prices per quantity such as \$4/pound

### > ADJECTIVES

Primary objective:

- use multiple adjectives before a noun
- define opinion adjectives and fact adjectives
- introduce order of multiple fact adjectives (such as size before shape, age, etc.)

## UNIT 7

### > NECESSITY

Primary objective:

- use have got to, including pronunciation in connected speech
- use necessity in the past with had to

### > PAST CONTINUOUS

Primary objective:

- use the past continuous in negative form, with/without contractions

### > ADJECTIVES

Primary objective:

- review order of multiple fact adjectives (such as size preceding shape, age, etc..)
- use to get and to become + adjective
- use, two adjectives coming after a verb (the man looks sad and lonely)

### > NECESSITY

Primary objective:

- to express necessity in question form (past, present, future)

## UNIT 8

### > ADJECTIVES

Primary objective:

- use the structure of comparative adjective + than
- use the structure of comparative adjective + than + object pronoun and comparative adjective + than + subject pronoun + verb

### > NECESSITY

Primary objective:

- introduce the concept of lack of necessity
- use the negative form of have to

### > INTRO TO GERUNDS

Primary objective:

- Introduce gerunds and how to form them (typically by adding -ing)
- To differentiate between gerunds and present participles
- To present common complement constructions (e.g. he likes swimming)

### > PAST SIMPLE

Primary objective:

- past simple with regular verbs ending in -y as a vowel (e.g. cry/cried) and one-syllable regular verbs (e.g. to stop/stopped)

## UNIT 9

### > CONDITIONALS

Primary objective:

- use the first conditional (form + usage)
- introduce the concept of how the speaker feels about a statement, and whether that statement is true or not
- introduce the if-clause and result clause, and the idea of action and result

### > SUBORDINATORS

Primary objective:

- to introduce dependent and independent clauses
- use coordinators for, and, nor, but, or, yet, so
- to introduce subordinator structure and transition structure

### > INTRO TO INFINITIVES

Primary objective:

- Introduce the infinitive form and its basic uses (objects, subjects, adverbs, adjectives, complements to adjectives)
- Introduce infinitives commonly used after adjectives to give opinions
- Introduce the structure of too + adjective + infinitive

### > PAST SIMPLE

Primary objective:

- past simple with irregular verbs that do not take -ed(e.g. caught)

## UNIT 10

### > CONDITIONALS

Primary objective:

- to distinguish between particular and habitual activities, and the use of present simple in the result clause for the latter

### > INTRO TO PHRASAL VERBS

Primary objective:

- introduction to phrasal verbs, focus on transitive phrasal verbs
- phrasal verbs introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on

### > EXPRESSING ADDITION

Primary objective:

- to introduce the different ways to express addition: (and, or, nor, not only, but, also), subordinators (besides, in addition to) and transitions or linking adverbs (furthermore, moreover, additionally, in addition)

### > VERBS FOLLOWED BY INFINITIVES

Primary objective:

- To practice verbs commonly followed by infinitives
- Verbs introduced: agree, aim, afford, appear, care, choose, claim, dare, decide, demand, deserve, desire, fail, happen, hope, hurry, intend, learn, manage, mean, offer, plan, pretend, refuse, say, seem, strive, tend, threaten, struggle, volunteer, wait, wish

### > CONDITIONALS

Primary objective:

- To practice statements with will or present simple in the result clause
- To introduce and practice result clauses that use:
  - the imperative
  - can, could, or would for polite requests
  - other modals, such as should, ought to, may, etc

## UNIT 11

### > VERBS FOLLOWED BY GERUNDS

Primary objective:

- To practice verbs that are commonly followed by gerunds
- Verbs introduced: admit, anticipate, appreciate, avoid, can't help, complete, consider, defend, delay, deny, despise, discuss, dislike, don't mind, enjoy, feel like, finish, imagine, involve, keep, mention, mind, miss, postpone, practice, quit, recall, recommend, report, resist, risk, suggest, tolerate, advise, allow, encourage, permit, require, urge

### > PAST SIMPLE

Primary objective:

- past simple in negative and question form

### > SEPARABLE TRANSITIVE PHRASAL VERBS

Primary objective:

- to introduce the particle separation rule for some phrasal verbs / to introduce the category of separable transitive phrasal verbs
- introduced: call off, use up, clean out, hold up
- previously introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on

### > TIME AND SEQUENCE

Primary objective:

- to introduce the different ways to express relationships in time: after, before, when, while, since, until, as soon as, once, during, after a while, in the meantime, meanwhile

## UNIT 12

### > CONDITIONALS

Primary objective:

- use the second conditional (form and usage)
- to introduce the concept of how the speaker feels the statement is untrue in the present and future
- use of to be in a second conditional, and the choice between was and were for I/he/she/it
- to introduce If I were you... for advice and opinion

### > PAST SIMPLE QUIZ

Primary objective:

- quiz review of regular and irregular verbs in the past simple positive, negative and question form

### > SEPARABLE TRANSITIVE PHRASAL VERBS

Primary objective:

- to practice separable transitive phrasal verbs
- to further refine the particle separation rule
- introduced: give back, leave out, lock in, make up
- previously introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on, call off, use up, clean out, hold up

### > TIME AND SEQUENCE

Primary objective:

- to introduce the different ways to express relationships in time: after vs. afterwards, before vs. beforehand, eventually, at last, formerly, previously, earlier, simultaneously, lately, recently, initially, so far, first, second, third, next, then and finally

### > CONDITIONALS

Primary objective:

- to choose between might, could and would in a result clause for the 2nd conditional
- to review the contraction with pronouns and would



## UNIT 1

### > ARTICLES (FIXED EXPRESSIONS)

Primary objective:

- to introduce special uses of the:- when there is only one of something (the equator)-with sun, moon, earth, world, universe, sky, sea, ground, environment, internet- with cinema, theatre, radio etc.

### > ADJECTIVES (COMPARATIVES)

Primary objective:

- to use the structure as + base adjective + as and compare to the structure comparatives adjective + than

### > PRESENT PERFECT SIMPLE

Primary objective:

- use the present perfect simple in positive form

### > ARTICLES (USE WITHOUT)

Primary objective:

- to introduce more special uses of the:-the top, the bottom, the front, the back, the right the left etc.- the police, the army, the navy, the fire brigade
- to introduce expressions that don't take the: - go to work, be at work, start work, finish work, go to school/university/college, go to hospital

### > PRESENT PERFECT SIMPLE

Primary objective:

- use the present perfect simple in negative form

## UNIT 2

### > ADJECTIVES (COMPARATIVES)

Primary objective:

- use as + adjective + noun, for everyday expressions (as busy as a bee)
- use the modifiers just/nearly/almost + as + adjective+ as + noun (nearly as old as the city)
- use, not as + adjective + as and less + adjective + than, with mono- and multi-syllable adjectives

### > PRESENT PERFECT SIMPLE

Primary objective:

- use the present perfect simple in question form

### > PAST CONTINUOUS

Primary objective:

- past continuous activities, interrupted by other activities (in past simple) + joining each clause with while/when

### > INTRODUCING PASSIVE VOICE

Primary objective:

- Passive vs. active voice
- Make passive sentences in the present simple and past simple, and expressing the agent with by
- Usage when we do not know who causes the action
- Usage when the agent is unimportant

### > ARTICLES (GENERAL VS SPECIFIC)

Primary objective:

- further contrast between general things, ideas and people (without the) and specific things, ideas and people (with the) (hospital vs. the hospital)

## UNIT 3

### > ADJECTIVES (COMPARATIVES)

Primary objective:

- to use modifiers: a lot, a bit, far, etc., in construct, modifier + comparative + than
- to use repeating comparatives: the comparative, the comparative (he is getting taller and taller)

### > NECESSITY

Primary objective:

- to use lack of necessity in past, present and future

### > PASSIVE VOICE

Primary objective:

- Passive vs. active constructions
- Make passive sentences in the present simple and past simple, and expressing the agent with by
- Usage in a process

### > ARTICLES

Primary objective:

- use musical instruments with or without the
- use the + adjective (the injured, the unemployed)
- use the + nationality (the French vs. Italians)

### > ADJECTIVES (SUPERLATIVES)

Primary objective:

- use the form of the superlative, including the irregular superlatives: best, worst, furthest
- use the + superlative•use the prepositions in and of with groups and periods of time•use one of the + superlative + plural noun + preposition

## UNIT 4

### > NECESSITY

Primary objective:

- to introduce need to for necessity
- to use must not for prohibition
- to compare, necessity, lack of necessity and prohibition

### > PAST CONTINUOUS

Primary objective:

- past continuous question form, with question words (What, When, Where, Why, How)

### > ARTICLES

Primary objective:

- to introduce geographical terms used with or without the:- continents
  - countries and states
  - islands
  - cities, towns and villages
  - mountains
  - oceans, seas, rivers and canals and deserts

### > ADJECTIVES (SUPERLATIVES)

Primary objective:

- use, noun + to be + one of the + superlative + plural noun (he is one of the best painters)
- practice all forms of comparatives and superlatives (review)

### > PAST CONTINUOUS

Primary objective:

- review uses of past continuous:- activity that was happening at a time in the past- an activity that was unfinished and interrupted- two activities happening at the same time- to create atmosphere, and for unusual behavior

## UNIT 5

### > GERUNDS AND INFINITIVES

Primary objective:

- To practice verbs that are followed by gerunds or infinitives with no change in meaning
- Verbs introduced: like, love, hate, prefer, can't bear, can't stand, begin, start, continue

### > PASSIVE VOICE

Primary objective:

- Passive vs. active constructions
- Expressing the agent with by (and choosing not to express the agent)
- Usage, to show new or important information

### > ADVISABILITY

Primary objective:

- use should and shouldn't for suggestions, duty, responsibility and expectation
- use I think... should and I don't think... should for suggestions
- compare should and have to

### > PRESENT PERFECT SIMPLE

Primary objective:

- present perfect simple in positive and negative form using a contraction (I've, you've, he's, hasn't)
- present perfect simple + gone/been, + ever/never

## UNIT 6

### > PRESENT PERFECT CONTINUOUS

Primary objective:

- use the present perfect continuous in positive, negative and question form

### > PRESENT PERFECT SIMPLE

Primary objective:

- present perfect simple in question form with question words (How long have they been married?)
- distinction between since (since 1985) vs. for (for 10 years): specific time vs. period of time

### > VERBS FOLLOWED BY AND OBJECT AND INFINITIVE

Primary objective:

- To practice verbs that are followed by an object and an infinitive
- Verbs introduced: advise, allow, challenge, convince, encourage, forbid, force, instruct, invite, motivate, order, permit, persuade, remind, require, tell, teach, urge, warn, ask, beg, expect, need, prepare, promise, trust, want, would like

### > PREPOSITIONS OF TIME

Primary objective:

- to introduce the prepositions of time: at, around, at about, by, through, throughout, between

### > PAST PERFECT SIMPLE

Primary objective:

- use the past perfect simple in positive and negative form

## UNIT 7

### > ADVISABILITY

Primary objective:

- use ought to / oughtn't
- to use should have / shouldn't have... (in the context of have done it)

### > THIRD CONDITIONAL

Primary objective:

- to use the 3rd conditional (form and usage)
- to introduce the concept of how the speaker feels the statement is untrue in the past
- to highlight the use of be, get and have in third conditional
- use of verbs in 3rd conditional statements

### > ARTICLES WITH GEOGRAPHY

Primary objective:

- to introduce the with points on a map (N/S/E/W)
- to use the with most street/roads/avenues etc.
- to introduce names of institutions used with or without the (New York University vs. The University Of Toronto)

### > ADVERBS

Primary objective:

- to introduce the form of adverbs
- introduce adverbs as used after verbs

## UNIT 8

### > PASSIVE VOICE

Primary objective:

- Passive vs. active constructions
- Use, to describe a process (such as making chocolate, or producing clothing)

### > THIRD CONDITIONAL

Primary objective:

- to contrast use of might, could, would in the result clause of a 3rd conditional
- to provide practice of the 3rd conditional for complaints or unfortunate outcomes

### > SEPARABLE TRANSITIVE VERBS

Primary objective:

- to demonstrate the end-weight rule for long object noun phrases
- introduced: look over, hand out, bring up, pick up
- previously introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on, call off, use up, clean out, hold up, get back, leave out, lock in, make up

### > EXPRESSING COMPARISON

Primary objective:

- to introduce the different ways to express comparisons including superlatives / comparatives, as/like, as...as, similar to, rather than, prefer...to, different from/than, similarly, likewise

## UNIT 9

### > ARTICLES WITH GEOGRAPHY

Primary objective:

- to introduce the different ways to express comparisons including superlatives / comparatives, as/like, as...as, similar to, rather than, prefer...to, different from/than, similarly, likewise

### > ADVERBS

Primary objective:

- distinguish between adjectives and adverbs used after to be + sensory verbs (feel, like, etc.)
- distinguish between well vs. good (adverb vs. adjective)
- to use, well + verb 3 to make adjectives (well-dressed)
- to use late/hard/fast as both adjectives + adverbs (and lately/hardly as different adverbs altogether)

### > ADVISABILITY

Primary objective:

- use had better as a strong form of advisability

### > PRESENT PERFECT CONTINUOUS

Primary objective:

- practice of for/since (positive and negative sentences) and how long (questions and answers)

## UNIT 10

### > VERBS FOLLOWED BY AN OBJECT AND GERUND OR BARE INFINITIVE

Primary objective:

- To practice verbs that are followed by an object and gerund
- To practice verbs that are followed by a bare infinitive (verb without to)
- Verbs introduced: appreciate, can't stand, dislike, dread, imagine, like, love, mind, miss, recall, regret, resent, risk, remember

### > PASSIVE VS ACTIVE VOICE

Primary objective:

- Passive vs. active constructions
- Passives with transitive / object verbs vs. intransitive verbs

### > MIXED CONDITIONALS

Primary objective:

- to talk about regrets
- to introduce the zero conditional
- to provide further practice for all conditionals and introduce the mixed form of conditionals

### > INSEPARABLE TRANSITIVE VERBS

Primary objective:

- to introduce inseparable transitive phrasal verbs
- to show that particle movement is not possible with inseparable transitive phrasal verbs
- introduced: bump into, get over, look after, look into, take after, go through, run across, pick on
- previously introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on, call off, use up, clean out, hold up, get back, leave out, lock in, make up, look over, hand out, bring up, pick up

## UNIT 11

### > EXPRESSING CONTRAST

Primary objective:

- to introduce the different ways to express contrast including: but, yet, although, even though, though, while, whereas, despite, in spite of, nevertheless, nonetheless, however, on one hand / on the other hand, in contrast to, on the contrary, then again, conversely

### > NOT, ANY NONE

Primary objective:

- to introduce not + any
- to introduce no + noun = not any or not a
- to introduce negative verb + any + noun = positive verb + no + noun
- to introduce no-one and nobody

### > PREPOSITIONS OF MOVEMENT

Primary objective:

- use the prepositions of movement and direction: up, over, down

### > MODAL VERBS (EXPECTATIONS)

Primary objective:

- to introduce the concept of expectation
- to use be supposed to, and to practice its use in present and past tense

### > FUTURE WITH 'GOING TO'

Primary objective:

- the positive form of future with going to (I am going to the gym tonight)

## UNIT 12

### > VERBS FOLLOWED BY A GERUND OR INFINITIVE WITH CHANGE IN MEANING

Primary objective:

- To practice verbs that can be followed by a gerund or an infinitive, where there is a change in meaning between the two (e.g. he stopped smoking, he stopped to smoke)
- Verbs introduced: stop, remember, forget, regret, and try

### > PASSIVE WITH VARIOUS TENSES

Primary objective:

- passive voice with other tenses (e.g. continuous tenses and present perfect simple)

### > MIXED CONDITIONALS

Primary objective:

- to examine cause and effect
- to look closer at hypothetical statements with mixed conditionals

### > SEPARABLE AND INSEPARABLE TRANSITIVE PHRASAL VERBS

Primary objective:

- to compare separable and inseparable transitive phrasal verbs
- to introduce permanently separated transitive phrasal verbs
- introduced: ask sb out, get sb down, let sb off, see sth through
- previously introduced: call up, hand in, look up, pick out, turn over, check out, jot down, put on, call off, use up, clean out, hold up, get back, leave out, lock in, make up, look over, hand out, bring up, pick up bump into, get over, look after, look into, take after, go through, run across, pick on

### > EXPRESSING CLARIFICATION AND INTENSITY

Primary objective:

- to introduce the different ways to express clarification: in other words, to put it another way, put differently, to rephrase it, to explain
- to introduce the different ways to express intensity: in fact, of course, certainly, surely

## UNIT 1

### > ANYBODY / NOBODY

Primary objective:

- use not + anybody / anyone / anything
- use not + nobody / no-one / nothing

### > SUGGESTIONS

Primary objective:

- to use various structure to make suggestions
- to use and practice let's, why don't...?, shall I/we...?
- to compare should and could for suggestions

### > FUTURE WITH 'WILL'

Primary objective:

- positive form of future with will
- shall to replace will for I and we
- I think + will to make predictions

### > ADVERBS OF TIME

Primary objective:

- to introduce adverbs of time that describe points in time and relationships in time
- to introduce just, already, yet and still and to provide practice with these adverbs, especially with perfect tenses

### > PREPOSITIONS OF MOVEMENT

Primary objective:

- use the prepositions of movement and direction: around, through, under

## UNIT 2

### > PASSIVE VOICE

Primary objective:

- passive voice with two object verbs

### > SOMEBODY / SOMETHING

Primary objective:

- use somebody, someone, something and somewhere
- use anywhere and nowhere
- something/anything + adjective / + infinitive (something new, something to drink)

### > PREPOSITIONS OF MOVEMENT

Primary objective:

- use the prepositions of movement and direction: around, through, under

### > ADVERBS OF TIME

Primary objective:

- To introduce adverbs of time and adverbial expressions.
- To introduce before, beforehand, after, afterward, for and since in adverbial expressions, and provide practice with these adverbs and adverbial expressions

### > PROBABILITY

Primary objective:

- use can't and couldn't for probability
- to use must and must not for probability
- to contrast must not for prohibition vs. probability

## UNIT 3

### > PASSIVE CONSOLIDATION

Primary objective:

- Further practice of passive sentences with transitive and ditransitive verbs.
- Further practice of present continuous, past simple, past continuous and present perfect simple in the passive.
- Introduction of 'Rules of Thumb' around usage.

### > A LOT OF / MANY / MUCH

Primary objective:

- Use a lot of, many, much in positive/negative sentences and questions.

### > FUTURE WITH 'GOING TO'

Primary objective:

- The negative and question form of future with going to.

### > FEW / LITTLE / PLENTY / A LOT

Primary objective:

- To review much, many and a lot.
- To introduce little, few, a little, a few, plenty, with and without of.

## UNIT 4

### > FUTURE WITH PRESENT CONTINUOUS

Primary objective:

- To use present continuous in the future by adding expressions of time (tonight, tomorrow).
- Covers the positive, negative and question form.
- Compares future with present continuous to future with going to.

### > BOTH / EITHER / NEITHER

Primary objective:

- to introduce both, either and neither
- to introduce both of, either of, neither of
- to introduce both... and..., either... or..., neither... nor...
- to introduce and... not... as a common alternative to neither... nor... in spoken English

### > 'SO' AND 'SUCH'

Primary objective:

- to introduce so and such with adjectives, adverbs, nouns and noun phrases
- to demonstrate usage of not so and not such to avoid negative expressions in spoken English
- to introduce so and such with many, much, little, few, etc.

### > PROBABILITY

Primary objective:

- to introduce may, might, could and can't for probability in the past tense
- to contrast the use of can't and couldn't for probability compared to might and may

### > PASSIVE CONSTRUCTIONS

Primary objective:

- Review passive with ditransitive / two-object verbs
- Introduce constraint on indirect object preceded by for
- Introduce passive with object-complement verbs or complex transitive verbs
- Practice of the passive with all verb types



## UNIT 5

### > CONDITIONALS

Primary objective:

- To review understanding of simple and continuous tense, and to highlight an activity that was interrupted by another
- To provide practice of continuous tenses in conditional statements

### > EXPRESSIONS FOLLOWED BY GERUNDS

Primary objective:

- To practice expressions that are typically followed by a gerund
- Expressions introduced: Have some problems, Have a good/hard/easy time, Have difficulty, Have fun, Waste one's time, Spend one's time, Look forward to, Confess to, Adjust to, Object to, Devote to, Addicted to, Committed to, Opposed to, Dedicated to, Used to / Accustomed to, Addiction to, Dedication to, Devotion to, Reaction to

### > 'SO' AND 'SUCH'

Primary objective:

- to review so and such with adjectives, adverbs, nouns and noun phrases
- to introduce so... that and such... that for cause and effect
- to introduce so and such meaning like this
- to use such as to introduce examples, but not comparisons

### > FUTURE WITH 'WILL'

Primary objective:

- negative and question form of future with will
- make the distinction between future with going to and will

### > VERBS FOLLOWED BY A 'THAT' CLAUSE

Primary objective:

- To introduce verbs that are commonly followed by a that clause including verbs of thinking, verbs of saying

## UNIT 6

### > FUTURE WITH 'WILL'

Primary objective:

- will+ verb when we offer or decide to do something at the time of speaking
- make the distinction between future with going to and will

### > 'ENOUGH' AND 'NOT ENOUGH'

Primary objective:

- to introduce enough and not enough with nouns, adjectives, adverbs and verbs
- to introduce the structures enough + noun + infinitive of verb + something and enough + noun + for + something
- to demonstrate enough as a pronoun
- to introduce enough of and not enough of

### > ALL, ALL OF, MOST, MOST OF, SOME, SOME OF

Primary objective:

- to introduce all, half, all of, half of, some of, most, of, many of, much of, few of and little of
- to show all + noun and all (of) + determiner + noun for general and specific groups
- To demonstrate optional use of of after all and half

### > ENOUGH

Primary objective:

- to review enough and not enough
- to introduce more than enough
- to introduce too and compare its use to more than enough
- to demonstrate too much and too many before nouns and too much as an adverb.
- to practice positive and negative feelings using too, enough, etc.

## UNIT 7

### > FUTURE WITH PRESENT SIMPLE

Primary objective:

- present simple in the future form to describe events that are scheduled on a timetable such (train/movie)
- positive, negative and question form
- comparison to future with present continuous

### > FUTURE CONTINUOUS

Primary objective:

- future continuous in positive form
- future continuous for events in progress in the future
- future continuous with expressions of time

### > PROBABILITY

Primary objective:

- introduce must have for probability in the past tense
- compare must have and mustn't have with can't have, couldn't have, may have, might have, etc...
- to introduce must have and mustn't have for a deduction (he must have been sick yesterday)

### > ALL / EVERY / WHOLE

Primary objective:

- to introduce whole and every
- to compare every, everything and everybody/everyone
- to explore the differences with all, every and whole
- to examine how all, whole and every are used with time words

## UNIT 8

### > ADVERBS OF PLACE

Primary objective:

- to introduce adverbs of place such as abroad, anywhere, somewhere, nowhere, here, there, home, near, nearby, etc.
- to show how some of these words can be used as a preposition, adjective or adverb.
- to provide guidance on the position of adverbs in a phrase.

### > FUTURE CONTINUOUS

Primary objective:

- future continuous in positive form
- future continuous with adverbs, including maybe and perhaps
- future continuous with still

### > 'EACH' AND 'EVERY'

Primary objective:

- to introduce each and every
- to compare the difference in usage between each and every
- to introduce each one and every one, each (one) of the, every one of the
- to look at each used with two-object verbs
- to examine each with stative verbs like cost and measure

### > ADVERBS OF PLACE

Primary objective:

- to introduce adverbs of place, especially those describing movement, such as forward, backward, upward, downward, northward, southward, etc.
- to introduce here and there, and various ways in which these adverbs are used
- to provide practice with adverbs of place which show movement

### > PROBABILITY

Primary objective:

- Use the modal verbs used for expressing probability in the future
- practice with will, should and ought to about future statements of probability and expectations in the future
- provide further practice with all modals used in statements of probability, for past, present and future

## UNIT 9

### > FUTURE CONTINUOUS

Primary objective:

- future continuous in negative and question form
- future continuous to refuse offers
- future continuous to ask polite questions

### > ADVERBS OF MANNER

Primary objective:

- to introduce adverbs of manner, especially commonly used adverbs ending in -ly, such as carefully, loudly, quickly, happily, etc.
- to explain the position of these adverbs within a phrase, in particular with a verb taking a direct object, and where a preposition precedes the object of the verb
- to introduce the adverbs late, fast, hard, well and badly, and explain their position within a phrase

### > PROBABILITY

Primary objective:

- short review of continuous tenses, including state verbs
- introduce modals used in statements of probability with continuous tenses
- contrast modals in simple and continuous tenses

### > GERUNDS AND INFINITIVES

Primary objective:

- This is a review lesson covering the major learning points concerning gerunds and infinitives.

### > WISHES

Primary objective:

- introduce verb forms used after to wish for wishes about the present
- to concept check real vs. unreal outcomes
- to provide practice for wishes about the present

## UNIT 10

### > PASSIVE WITH 'GET'

Primary objective:

- Choosing between get and be
- Using get with involuntary, unexpected or unwelcome actions
- Using get with achievements

### > PERMANENTLY SEPARATED TRANSITIVE PHRASAL VERBS

Primary objective:

- to compare separable, inseparable and permanently separated transitive phrasal verbs
- to introduce phrasal verbs with multiple meanings and which can be both separable and inseparable
- no new phrasal verbs are introduced in this lesson

### > CAUSE, REASON AND EFFECT

Primary objective:

- to introduce the different ways to express the cause, reason and effect: for, so, as a result of, because, because of, due to, since, in order to, owing to, so that, accordingly, as a result, as a consequence, consequently, therefore, thus

### > CAUSATIVE PASSIVE

Primary objective:

- To introduce the causative passive, which has the meaning but not structure of a passive
- Introduce the interchangeability of have and get

## UNIT 11

### > WISHES

Primary objective:

- to introduce verb forms used after to wish for wishes about the future
- use would, could and forms of the verb to be with wishes

### > INTRANSITIVE PHRASAL VERBS

Primary objective:

- to introduce pure intransitive phrasal verbs and mention ergative verbs (also intransitive)
- introduced: come over, doze off, check in, check out, hang out, take off, pass out, blow up, break down

### > CONDITIONS

Primary objective:

- to introduce different ways to express conditions: if, provided that, assuming that, as long as, unless, whether or not

### > CAUSATIVE VERBS

Primary objective:

- To practice forming and using causative verbs (verb + object + bare infinitive), (e.g. My brother let me drive his car)

### > CAUSATIVE PASSIVE

Primary objective:

- review of causative passive using have and get
- introduction to scenarios where have and get
- produce different meanings in the causative passive

## UNIT 12

### > WISHES

Primary objective:

- to use wishes about the past, present and future
- to introduce wishes in the past as an expression of regret
- to introduce use of could have + verb
- to introduce ...wish ... would/wouldn't for complaints about behavior
- To use wish + noun in common expressions

### > INTRANSITIVE PHRASAL VERBS

Primary objective:

- to review pure intransitive phrasal verbs and ergative verbs (and transitive counterparts for ergative verbs)
- to explore phrasal verbs with multiple meanings
- previously introduced intransitive: come over, doze off, check in, check out, hang out, take off, pass out, blow up, break down

### > CONDITIONS

Primary objective:

- to introduce different ways to express conditions: even if, only if, if so, if not, in case, in case of, otherwise, or else