

## Language Use

By the end of the course, students will be able to:

| Structure<br>(Affirmative,<br>interrogative and<br>negative forms) | A<br>(Starter)   | A+<br>(Elementary)   | B<br>(Pre-Intermediate)  | B+<br>(Intermediate)   | C<br>(Upper-<br>Intermediate) | C+<br>(Advanced)   |
|--|--|--|--|--|-------------------------------|--|
| <b>1.Alphabet</b>  | 1.1 spell words using the alphabet   | - Revised -  | - Revised -  | - Revised -  | - Revised -                   | - Revised -  |
| <b>2.Numbers</b>   | 2.1 tell the time using numbers<br><br>2.2 give personal info using numbers (age, phone number)  | - Revised -  | - Revised -  | - Revised -  | - Revised -                   | - Revised -  |
| <b>3.To be</b>   | 3.1 talk/write about nationality, occupation, family members<br><br>3.2 use there is/ there are to describe a place using prepositions of place ( <i>in, on, under, next to, in front of, in back of</i> ) | 3.1 talk/write about cities/towns and adjectives by using verb "to be" (e.g. London isn't hot in winter"   | - Revised -  | - Revised -  | - Revised -                   | <i>to be+ adj/adv +infinitive (future forms with to be) to be bound to/certain to /sure to/likely to/ due to/about to.</i> |
| <b>4.Adjectives</b>  | 4.1 describe cities/people using single word adjectives<br><br>4.2 describe possession using possessive adjectives   | 4.1 use modifiers to grade adjectives e.g. <i>She is very smart.</i>   | 4.1 use modifiers to grade adjectives- <i>very, really, quite, extremely.</i><br><br>4.2 describe what something is like using <i>-ing</i> adjectives and describe feelings using <i>-ed</i> adjectives e.g. <i>tired/tiring</i><br><br>4.3 describe people, places and objects using multi-word adjectives e.g. <i>hard-working, high-speed, risk-seeking</i><br><br>4.4 use negative adjectives e.g. <i>hopeless, unhappy, unkind, useless</i> | - Revised -  | - Revised -                   | - Revised -  |
| <b>5.Adverbs</b>   | 5.1 use adverbs to talk/write about how often something happens or is done (adverbs of frequency, e.g. <i>I often go jogging</i> )   | <b>5.1. use adverbs to talk/write about how something happens or is done (adverbs of manner, e.g. <i>She sings badly</i>).</b><br><br>5.2 use adverbs to indicate degree/intensity | 5.1 use adverbs to indicate intensity (adverbs of intensity, e.g. <i>He is rather/extremely tall</i> ).<br><br>5.2 use adverbs to talk/write about when something happens (adverbs of  | <b>5.1. use adverbs to talk/write about when something happens (adverbs of time, e.g. <i>She has already made up her mind/ They have recently bought a house</i>).</b> | -Revised-                     | -Revised-  |

|                                   |   |  |   |   |   |             |
|-----------------------------------|---|--|---|---|---|-------------|
|                                   |   | <p>(adverbs of degree, e.g. <i>She is very smart</i>.)</p> <p>5.3 use adverbs to talk/write about when something happens (adverbs of present time to talk about present/future, e.g. <i>The plane leaves soon</i>).</p> <p>5.4 use adverbs to talk/write about where something happens (adverbs of place, e.g. <i>Come and sit here</i>).</p>              | <p>time, e.g. <i>She has never been abroad</i>.)</p> <p>5.3 use adverbs of certainty; <i>definitely, probably, certainly, possibly</i>.</p> |   |   |             |
| <b>6.Articles</b>                 | 6.1 use indefinite articles a/an to talk/write about occupation | <p>6.1. talk/write about objects, people or places using the indefinite article when mentioned for the first time.</p> <p>6.2 talk/write about specific objects, people or places or ones we already know about.</p> <p>6.3 talk/write about objects, places or things using no article with plural nouns when they refer to things/people in general.</p> | 6.1. use the definite article 'the' when we talk about the media( the radio, the internet)  | <p>6.1. use the definite article 'the' when there is only one of something e.g. <i>the Earth, the Moon. The Sun</i>.</p> <p>6.2 use the definite article 'the' with the names of some countries. e.g. <i>the United States, the United Kingdom, the Netherlands</i>.</p> <p>6.3 use the definite article 'the' with superlatives.</p> <p>6.4 use the definite article 'the' with some proper nouns:</p> <p><b>Rivers-</b> the Nile<br/> <b>Mountain ranges-</b> the Alps<br/> <b>Oceans and seas-</b> the Pacific ocean, the Baltic sea<br/> <b>Deserts-</b> the Sahara<br/> <b>Hotels-</b> the Sheraton<br/> <b>Newspapers -</b> the Guardian<br/> <b>Groups of islands –</b> the Maldives</p> | - Revised -   | - Revised - |
| <b>7.Comparative/ Superlative</b> | -Not Presented-   | <p>7.1 compare people or things by using '-er+than'or 'more... than'.</p> <p>7.2 use superlatives ('-est' or 'the most') to compare one person/thing with several people/things e.g. <i>He is the youngest in the class</i>.</p>   | 7.1 compare object, people and places using 'less... than' and 'the least' to make the adjective weaker.                                    | <p>7.1 express no difference using 'as+adjective+as'.</p> <p>7.2 make the adjective weaker by using 'not as+adj+as'</p>   | 7.1. compare situations using 'the +comparative, the+comparative' | -Revised-   |

|                                    |  |  |  |   |             |             |
|------------------------------------|--|--|--|---|-------------|-------------|
|                                    |  | 7.3. comparing people or things using irregular forms of good and bad.   |  |   |             |             |
| <b>8. Nouns</b>                    | -Not Presented-  | <p>8.1. recognize the difference between uncountable and countable noun.</p> <p>8.2 write/talk about count/unc nouns using 'some' in affirmative sentences, 'any' in negative and question forms.</p> <p>8.3 write/talk about count/unc nouns using 'a lot of, many' in affirmative and negative sentences, 'much' in negative sentences.</p> <p>8.4 write/talk about count/unc nouns using 'much, many, a lot of' in questions.</p> <p>8.5 making offers and requests using 'some'.</p> <p>8.6 write/talk about countable nouns using 'a few' and uncountable nouns using 'a little' in affirmative sentences</p> | <p>8.1. talk/write about large quantities and amounts by using 'many, much, alot of'.</p> <p>8.2 talk/write about small quantities and amounts by using 'few, little' in a negative meaning similar to 'not much, not many'.</p> <p>8.3 express 'more than we need/want' by using too much/many +noun.</p> <p>8.4 express 'the correct amount' by using enough+noun.</p> <p>8.5 express less/fewer than we need/want' by using not enough +noun.</p> | <p>8.1. talk/write about things in general using quantifier+ noun e.g. some/no/many students</p> <p>8.2. talk/write a something specific using quantifier+of+the/my/your/these...+ noun e.g. none/some/many of the students</p> | - Revised - | - Revised - |
| <b>9.Simple Present Tense</b>      | <p>9.1 talk/write about daily routines and activities</p> <p>9.2 talk/write about how often something happens or is done by using frequency expressions. Always, usually, sometimes, often, not often, never</p> | <p>9.1 talk/write about daily routines, activities using prepositions of time and place.</p> <p>9.2 talk/write about feelings (likes, dislikes)</p> <p>9.3 talk/write about how often something happens or is done by using frequency expressions. Always, sometimes, , usually, often, rarely, seldom, never,once, twice...).</p>   | <p>9.1. talk/write about facts and generalizations, e.g. It rains a lot in Britain).</p>   | <p>9.1. talk/write about scheduled events in the near future, e.g. The party starts at 8 o'clock/ When does class begin tomorrow?</p>   | - Revised - | -Revised-   |
| <b>10.Present Continuous Tense</b> | -Not Presented-  | <p>10.1 talk/write about actions happening now or around now, e.g. I'm reading a good book at the moment.</p> <p>10.2 talk/write about changing situations e.g. Our business is growing</p>  | <p>10.1 talk/write about future when we are certain that the action will happen e.g. The taxi is coming at 6 o'clock (we have booked the taxi)</p> <p>10.2. talk/write about fixed</p>   | - Revised -   | -Revised-   | -Revised-   |

|   |  |  |  |  |   |             |
|---|--|--|--|--|---|-------------|
|   |  | <i>very quickly.</i>   | arrangements <i>e.g. I'm starting my degree course this September.</i>   |  |   |             |
| <b>11.Simple Past Tense</b>                 | 11.1 talk/write about events and situations that are finished. | - Revised -  | 11.1 talk/write about a series of actions in the past  | - Revised -  | 11.1. talk/write about a sequence of single actions followed by one another <i>e.g. I turned the knob, opened the door and walked in.</i> | - Revised - |
| <b>12. Past Continuous Tense</b>            | -Not Presented-  | 12.1 talk/write about actions in progress at a time in the past.<br><br>12.2 talk/write about an action in progress when another shorter action happened                     | 12.1 talk/write about actions in progress at a time in the past.<br><br>12.2 talk/write about an action in progress when another shorter action happened   | 12.1 talk/write about background actions. <i>e.g. It was a beautiful day- the sun was shining.</i><br><br>12.2 talk/write about repeated actions in the past that take place over a temporary period of time. <i>e.g. People were coming in all day to buy this item.</i><br><br>12.3. emphasise the duration or continuity of a past action. <i>e.g. For the whole of last month we were trying to solve this same problem.</i> | -Revised-   | -Revised-   |
| <b>13.Present Perfect Tense</b>             | -Not Presented-  | 13.1 talk/write about experiences in the past without saying when they happened <i>e.g. I've visited a lot of countries. Have you ever watched a musical at the theater?</i> | 13.1 talk/write about finished actions or situations in a time period that continues up to now. <i>e.g. She has had 4 cups of coffee this morning.</i><br><br>13.2 talk/write about situations that began in the past and are still continuing (present perfect with state verbs using 'since/for' <i>e.g. I have known her for 5 years.</i> | 13.1 talk/write about the result of the activity by telling us how much or how many <i>e.g. She has read 3 chapters (versus She has been reading for 3 hours)</i>  | -Revised-   | -Revised-   |
| <b>14. Present Perfect Continuous Tense</b> | -Not Presented-  | -Not Presented-  | 14.1 talk/write about actions that began in the past and are still continuing <i>e.g. He has been making TV programmes for ten years</i>   | 14.1 talk/write about the activity and its duration by telling us how long <i>e.g. She has been reading for 3 hours (versus She has read 3 chapters)</i>   | - Revised -   | - Revised - |
| <b>15. Past Perfect Tense</b>               | -Not Presented-  | -Not Presented-  | -Not Presented-  | 15.1 talk/write about an action happened before another in the past  | -Revised-   | -Revised-   |

|  |   |   |  |   |  |   |
|--|---|---|--|---|--|---|
| <b>16. Past Perfect Continuous Tense</b> | -Not Presented-   | -Not Presented-   | -Not Presented-  | -Not Presented-   | 16.1. talk/write about an ongoing action which continued to or finished just before another action or time in the past.  | -Revised-   |
| <b>17. Future Tense (will future)</b>    | -Not Presented-   | 17.1 talk/write about future predictions using 'will/ won't'.   | 17.1 make decisions and promises at the time of speaking by using 'will'   | -Revised-   | -Revised-  | -Revised-   |
| <b>18. Future Tense (be going to)</b>    | -Not Presented-   | 18.1 talk/write about plans and intentions that are not certain using 'be going to'.  | 18.1 talk/write about actions with a predictable result  | -Revised-   | -Revised-  | -Revised-   |
| <b>19. Future Continuous Tense</b>       | -Not Presented-   | -Not Presented-   | -Not Presented-  | -Not Presented-   | 19.1. talk/write about a temporary action in progress at a particular time in the future<br><br>19.2. ask tentative questions about people's plans   | -Revised-   |
| <b>20. Future Perfect tense</b>          | -Not Presented-   | -Not Presented-   | -Not Presented-  | -Not Presented-   | 20.1. talk/write about an action you expect to be completed by a time in the future using the time expressions <i>soon, by then, by +date, in+ date).</i>  | -Revised-   |
| <b>21. Modals</b>                        | 21.1 talk/write about present ability using <b>can</b> e.g. <i>I can play the piano</i> | 21.1 talk/write about ability, permission and possibility using <b>can</b> e.g. <i>You can use the library on weekday.</i><br><br>21.2 Using <b>can</b> in question form to make requests and offers e.g. <i>Can you open the window, please?</i><br><br>21.3 making requests using <b>can/could</b> in question form.<br><br>21.4 talk/write about ability and possibility in the past using 'could/couldn't'.<br><br>21.5 giving or asking for advice in the present and future using 'should/shouldn't'.<br><br>21.6 write/talk about external obligation and lack of obligation in the present and future using 'have to/ don't have to'. | 21.1 talk/write about predictions in the future using <b>might</b> and <b>may</b> .<br><br><b>21.2</b> express internal obligation in the present and future using <b>must</b> .<br><br><b>21.2</b> express obligation and lack of obligation in the past using <b>had to/didn't have to</b> .<br><br><b>21.3</b> express ability in the past using <b>could</b> . | 21.1 talk/write about present possibility using 'can/can't'.<br><br>21.2 say something is possible or likely in the future using 'could'.<br><br>21.3 express deduction in the present using 'must' (you are certain something is true).<br><br>21.4 express deduction in the present using 'can't' (you are certain something is not true).<br><br>21.5 express deduction in the present using 'could' and 'might' (to say something is possible).<br><br>21.6. talk/write about past deductions using <i>couldn't have +past participle</i> (something is not possible) | 21.1 say something was a good idea but it didn't happen using <i>should have+ past participle</i><br><br>21.2 say something was not a good idea but it happened <i>shouldn't have + past participle</i> .<br><br>21.3. talk/write about future ability using <i>will/won't be able to</i> .<br><br>21.4. talk/write about future possibility using <i>may, might</i> and <i>could</i> .<br><br>21.5. talk/write about a negative possibility in the future using <i>might not</i> .<br><br>21.4. talk/write about future obligation using <i>will have to</i> and <i>will need to</i> .<br><br>21.5. talk/write about lack of obligation in the future using <i>will not</i> | 21.1 talk/write about the possibility that something happened in the past (speculate about past events) using <i>may/might/ could have+ past participle</i> |

|                        |   |   |  |   |  |             |
|------------------------|---|---|--|---|--|-------------|
|                        |   |   |  | <p>21.7. talk/write about past deductions using <i>must have +past participle</i>(you are certain something was true in the past).</p>                                  | <p><i>have to</i> and <i>will not need to</i>.</p> <p>21.6 talk/write about a prohibition (a negative obligation) in the future using <i>can't</i>.</p> <p>21.7a. talk/write about general possibility/ability in the past using <i>could</i> and <i>was/were able to</i>.</p> <p>21.7b. talk/write about a single action in the past using <i>was/were able to</i>.</p> <p>21.8. talk/write about something you did that was difficult using <i>manage to</i> and <i>succeed in</i>.</p> <p>21.9. talk/ write about negative possibility in the past using <i>couldn't</i> and <i>wasn't/weren't able to</i>.</p> <p>21.10. talk/write about obligation in the past using <i>had to</i> and lack of obligation using <i>didn't have to</i>.</p> <p>21.11. talk/write about negative obligation (a prohibition) in the past using <i>couldn't</i>.</p> |             |
| <b>22.Pronouns</b>     | <p>22.1 describe nouns using subject and object pronouns</p> <p>22.2 describe nouns using demonstrative pronouns <i>this, that, these, those</i></p> <p>22.3 describe possession using possessive adjectives (<i>my, your, his, her, its, our, their</i>)</p> | - Revised -   | <p>22.1 describe a previously named noun/pronoun using reflexive pronouns <i>e.g. John talks to himself when he is nervous</i></p> | <p>22.1 use <i>one/ones</i> to replace a noun <i>e.g. I prefer the white one</i></p> <p>22.2 use <i>another (one), the other (one), the others</i> to replace nouns</p> | - Revised -  | - Revised - |
| <b>23.Conditionals</b> | -Not Presented-   | 23.1 talk/write about general truths and facts by using the <i>zero conditional</i> . | 23.1 talk/write about the results of a possible future action by using the <i>first conditional</i> .                              | 23.1 use ' <i>when</i> ' and ' <i>as long as</i> ' to replace <i>if</i> and ' <i>unless</i> ' for ' <i>if not</i> ' in the first conditional.                           | 23.1. talk/write about the present or past results of unreal situations using mixed  | -Revised-   |

|                                    |                 |   |  |  |   |           |
|------------------------------------|-----------------|---|--|--|---|-----------|
|                                    |                 | 23.1 talk/write about the results of a possible future action by using the <i>first conditional</i> . | 23.2 talk/write about the result of an unreal action in the present or future by using the <i>second conditional</i> .<br><br>23.3 talk/write about possible future actions that are unlikely to happen by using the <i>second conditional</i> . | 23.2 give advice by using the second conditional.<br><br>23.3. talk/write about unreal situations in the past using the third conditional.<br><br>23.4. use the third conditional to talk about regrets, to make excuses and to criticise.   | conditionals.<br><b>Second+third conditional</b> (past condition with present result) <i>e.g. If you'd brought a map, we wouldn't be lost now.</i><br><b>Third+second conditional</b> (present condition with past result) <i>e.g. If you paid attention in class, you would have got higher marks.</i>   |           |
| <b>24. Wish Clauses</b>            | -Not Presented- | -Not Presented-   | -Not Presented-  | -Not Presented-  | 24.1 talk/write about how the speaker would like things to be in the present/future <i>e.g I haven't got any money. I wish I had money.</i><br>24.2 talk/write about events in the past that we regret <i>e.g. I wish I had told him how much I loved him.</i>  | -revised- |
| <b>25. Passive</b>                 | -Not Presented- | -Not Presented-   | 25.1 describe actions/events in simple present and simple past tense by using passive forms when we want to focus on the object or when the agent is not known.  | 25.1. describe actions/events by emphasizing the action rather than the agent by using present perfect, will future and modals.  | 25.1. describe actions/events in present continuous, past continuous, infinitives and gerunds using passive forms.  | -Revised- |
| <b>26. Relative Clauses</b>        | -Not Presented- | -Not Presented-   | 26.1 define people, things or ideas using relative pronouns <i>who, which</i> and <i>that</i> as the subject of the clause.  | 26.1. define people, things, a place or ideas by using relative pronouns <i>who, which</i> and <i>that</i> as the object of the clause.<br><br>26.2. define possession, place, or time by using relative adverbs <i>whose, where</i> and <i>when</i> .<br><br>26.3. give extra information about people, objects, places or ideas by using relative pronouns <i>who, whose, which, where, when</i> . | 26.1. define people, things, places using prepositions before the relative pronoun (formal ) or at the end of the clause (informal) <i>e.g. Parents need to know with whom their children are associating. Parents need to know who their children are mixing with.</i><br><br>26.2 comment or give an opinion about an action or situation in the main clause using <i>which</i> .<br><br>26.3. define people, objects or places by reducing adjective clauses into a participle phrase. | -Revised- |
| <b>27. Gerunds and infinitives</b> | -Not Presented- | -Not Presented-   | 27.1 express ideas by using the infinitive form after the following verbs: <i>hope, manage, tend, want, decide, need,</i>  | 27.1. express ideas by using the infinitive form after the following verbs: <b>Verb+ (object)+infinitive:</b>  | 27.1. . express ideas by using the infinitive form after the following some verbs such as <i>Appear, attempt,</i>   |           |

|                |                 |                 |   |  |  |           |
|----------------|-----------------|-----------------|---|--|--|-----------|
|                |                 |                 | <p><i>seem.</i></p> <p>27.1 express ideas by using the gerund form after the following verbs. <i>Keep, enjoy, suggest, try, think about, succeed in, look forward to, talk about.</i></p> | <p><i>want (object +to)</i><br/><i>teach (object +to)</i><br/><i>allow (object + to)</i><br/><i>decide, hope, manage, promise, would like.</i></p> <p>27.2 express ideas by using the gerund form after the following verbs: <i>prefer, enjoy, practice, recommend, suggest, understand, after prepositions (be good at, give up).</i></p> | <p><i>decide, manage, need, offer, promise, seem, want.</i></p> <p>27.2. express ideas by using the gerund form after the some verbs such as: <i>Consider, deny, dislike, enjoy, feel like, finish, practise, suggest.</i></p> <p>27.3. express ideas by using the infinitive form after some verbs: <b>Verb+ (object)+infinitive:</b> <i>encourage, invite, persuade, remind, request, tell.</i></p> <p>27.4. express ideas by using either infinitive or gerund after the following verbs and understand the difference in meaning: <i>Remember, forget, stop, try.</i></p>  | -Revised- |
| 28. Causatives | -Not Presented- | -Not Presented- | -Not Presented-   | -Not Presented-  | <p>28.1. talk/write about an action done for you by somebody else using <i>have something done/get something done.</i></p> <p>28.2. talk/write about something that happens to us that we have no control over <i>e.g. We have our rubbish collected once a week.</i></p> <p>28.3. talk/write about unexpected or unpleasant things that happen to us. <i>e.g. He had his wallet stolen.</i></p> <p>28.4. talk/write about an action when one person forces sm0 to do smt. <b>make sm0 do smt</b> <i>e.g. he made me clean the windows.</i></p> <p>28.5. talk/write about an action when person allows sm0 to do smt. <b>let</b></p> | -Revised- |



|                               |   |  |   |   |   |  |
|-------------------------------|---|--|---|---|---|--|
|                               |   |  |   |   | smo do smt e.g. she let me go to the disco at night.  |  |
| <b>29. Reported Speech</b>    | -Not Presented-   | -Not Presented-  | -Not Presented-   | <p>29.1. report positive and negative statements by using reported speech.</p> <p>29.2. report positive and negative statements by using 'tell' with an object before the reported speech and 'say' without an object.</p> <p>29.3. report commands using the infinitive with to.</p> <p>29.4. report yes/no questions using 'if' with the same word order as a statement by moving back a tense and making changes to pronouns and time adverbs.</p> <p>29.5. report wh-questions using the wh- word with the same word order as a statement by moving back a tense and making changes to pronouns and time adverbs.</p> | <p>29.1. use reporting verbs to report speech</p> <p><b>- infinitive +to:</b><br/>offer, refuse, agree, promise.</p> <p><b>-Object+infinitive+to:</b> advise, invite, warn, tell, encourage, persuade.</p> <p><b>-ing form:</b><br/>Admit, regret, consider, deny, all verbs followed by a preposition e.g. insist on, apologise for.</p> | -Revised-  |
| <b>30. Participle Clauses</b> | -Not Presented-   | -Not Presented-  | -Not Presented-   | -Not Presented-   | -Not Presented-   | <p>30.1 talk/write about actions that have the same time reference as the main clause; <b>-ing clause</b> e.g. Arriving late, we failed to find a hotel.</p> <p><b>-ed clause</b> e.g. Handled carefully, this glassware should last a lifetime.</p> |
| <b>31. Conjunctions</b>       | <p>31.1 combine sentences using 'and, but, because'</p> <p><i>So, then, first, next, after that</i></p> | <p>31.1 describe the order of events using <i>first of all, secondly, lastly, next, then, finally, after that.</i></p> <p>31.2 describe the order of events using <i>after, before, later and during.</i></p> <p><b>31.3 describe events</b></p> | <p>31.1 add a new fact using 'also'</p> <p>31.2 talk/write about the sequence of events by using 'until', 'afterwards'.</p> <p>31.3 talk/write about the reason of an action using 'because', 'so that' 'as' 'because of'</p> | <p>- express the conclusion by using 'In conclusion' 'To conclude' 'In summary' 'To summarize' 'All in all'</p> <p>31.1. talk/write about contrasting ideas using 'on the other hand', in contrast'</p>   | <p>31.1. talk/write about sequence of events using 'subsequently', 'meanwhile', 'in the meantime'</p> <p>31.2. talk/write about two different ideas using 'while', 'whereas'.</p> <p>31.3. talk/write</p>   | <p>31.1 talk/write about something that happens immediately after something else using 'no sooner ... than' and 'hardly ... when' e.g. No sooner had I stepped out, than it</p>  |

|                        |                 |                       |  |  |  |  |
|------------------------|-----------------|-----------------------|--|--|--|--|
|                        |                 | using when and while. | <p>31.4 talk/write about contrasting ideas using 'however'</p> <p>31.5 talk/write about the purpose of an action using, 'to', 'in order to'.</p> <p>31.6 give examples using 'for example' 'for instance'.</p> <p>31.7 talk/write about situations that present opposite ideas using <i>although</i></p> <p>31.8 talk/write about the result of something using <i>therefore</i></p> <p>31.9 talk/write about contrasting ideas using <i>on the other hand</i></p> | <p>31.2. express addition by using 'in addition' 'furthermore', 'moreover'</p> <p>31.3. talk/write about situations that present an opposite idea using 'although' 'even though', despite the fact that' 'in spite of the fact that'</p> <p>31.3. express time by using 'during'</p> <p>31.4. express additional idea using 'both... and'</p> <p>31.5 talk/write about the result or effect of something <i>therefore, as a result.</i></p> <p>31.6 talk/write about ideas/actions using paired conjunctions 'both ... and/either ....or/ neither ... nor'</p> | <p>about ideas that present an opposite situation using 'in spite of', 'despite'.</p> <p>31.4. talk/write about the purpose of an action using 'so that'</p> <p><i>because of (the fact that), due to (the fact that), as a consequence, consequently</i></p> <p><i>talk/write about similar ideas using "likewise" "similarly" "like"</i></p> | started raining.   |
| 32. Inversions         | -Not Presented- | -Not Presented-       | -Not Presented-  | -Not Presented-  | -Not Presented-  | 32.1 talk/write sentences using <b>subject-verb</b> inversion (e.g. <i>On the top of the hill stood an old oak tree</i> ) and <b>subject-auxiliary</b> inversion (e.g. <i>Hardly had I arrived home when my phone rang</i> ) |
| 33. used to /would     | -Not Presented- | -Not Presented-       | 33.1 talk/write about habits and states that happened in the past using <i>used to</i> .   | -Revised-  | 33.1. talk/write about things that happened regularly in the past (not about states) using <i>would</i> .  | -Revised-  |
| 34. Be/ get used to    | -Not Presented- | -Not Presented-       | -Not Presented-  | 34.1 talk/write about an action/situation that is less strange or new using <i>be/get used to</i>  | -Revised-  | -Revised-  |
| 35. future in the past | -Not Presented- | -Not Presented-       | -Not Presented-  | -Not Presented-  | -Not Presented-  | 35.1. talk/write about future actions that didn't happen using <b>was/were going to</b> e.g. <i>I was going to study at Harvard before he had the car accident.</i>  |

|                         |   |                        |                        |   |                  |  |
|-------------------------|---|------------------------|------------------------|---|------------------|--|
|                         |   |                        |                        |   |                  | 36.2. use <b>was/were going to</b> to make excuses<br><i>e.g. I was going to call you but I have been so busy.</i> |
| <b>36. Noun Clauses</b> | <i>-Not Presented-</i>                                | <i>-Not Presented-</i> | <i>-Not Presented-</i> | 36.1 use noun clauses as the subject of the sentence <i>e.g. What Billy did shocked his friends.</i><br><br>36.2 use noun clauses as the object of the sentence <i>e.g. John's friends didn't know that he couldn't swim.</i> | <i>-Revised-</i> | <i>-Revised-</i>   |
| <b>37. Imperatives</b>  | 37.1 write/talk about commands using imperative forms | <i>-Revised-</i>       | <i>-Revised-</i>       | <i>-Revised-</i>  | <i>-Revised-</i> | <i>-Revised-</i>   |
|                         |   |                        |                        |   |                  |  |