

Summary of language items for each grade

Grade	Functions	Subject areas	Grammar	Lexis
1	<ul style="list-style-type: none"> Exchanging greetings Giving personal information (name, age) Identifying and naming items given in the lexical list Leave-taking 	see Lexis	<p>(a) <i>Understand</i></p> <ul style="list-style-type: none"> Imperatives for common actions, e.g. <i>go, come, show, point, give, touch, stand up</i> Question words <i>what? how many? how old?</i> Demonstratives <i>this, that</i> <p>(b) <i>Understand and use</i></p> <ul style="list-style-type: none"> The present simple tense of <i>to be</i> Common nouns in singular and plural (regular), e.g. <i>ear/ears, shoe/shoes</i> Simple adjectives, e.g. <i>small, big, green</i> Determiners <i>a, the, my, your, his, her</i> Pronouns <i>I, you, he, she, it, they</i> 	<ul style="list-style-type: none"> Personal information Immediate surroundings including classroom objects Parts of the face and body Animals – common domestic, farm and wild Cardinal numbers up to 20 Colours Items of clothing
2	<ul style="list-style-type: none"> Indicating the position of people and objects Describing people, animals, objects and places very simply Stating simple facts Informing about possessions Asking very simple questions about personal details 	see Lexis	<p>(a) <i>Understand</i></p> <ul style="list-style-type: none"> Present simple tense questions Question words – <i>who, when</i> Present continuous tense questions Determiners <i>some, any</i> <p>(b) <i>Understand and use</i></p> <ul style="list-style-type: none"> Present simple tense <i>There is/are</i> and <i>has/have got/have you got?</i> Question words, e.g. <i>where, what</i> Prepositions of place <i>in, on, under, between, next to</i> Determiners <i>our, their, its</i> Possessive pronouns <i>mine, yours, his, hers</i> Yes/no answers to present continuous tense questions 	<ul style="list-style-type: none"> Rooms in the home Household objects Family and friends Pets Possessions Days of the week and months of the year Cardinal numbers up to 50
3	<ul style="list-style-type: none"> Describing daily routines, events and weather Telling the time and giving dates Expressing ability and inability Giving very simple directions and locations Describing current activities of real people or those in pictures Describing states in the past 	see Lexis	<ul style="list-style-type: none"> Present continuous tense <i>Can</i> and <i>can't</i> Prepositions of movement <i>from, to, up, down, along, across</i> Prepositions of time <i>on, in, at</i> Prepositions of place <i>near, in front of, behind, opposite</i> Past tense of verb <i>to be</i> Ordinal numbers up to 31st (for dates) Link words <i>and, and then</i> 	<ul style="list-style-type: none"> Jobs Places in the local area Place of study Home life Weather Free time Times and dates

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4	<ul style="list-style-type: none"> • Talking about past events • Talking about future plans and intentions • Expressing simple comparisons • Expressing likes and dislikes • Describing manner and frequency 	<ul style="list-style-type: none"> • Holidays • Shops • Work • Hobbies/sports • Food • Weekend/seasonal activities 	<ul style="list-style-type: none"> • Past simple tense of regular and common irregular verbs • <i>Going to</i> future • Adverbs of manner and frequency • Comparatives and superlatives of adjectives • Link word <i>but</i> 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Adverbs of frequency, e.g. <i>some times, often, never</i> • Adverbial phrases of frequency, e.g. <i>every day, once a week</i> • Expressions of past time, e.g. <i>yesterday, last night</i>
5	<ul style="list-style-type: none"> • Talking about the future – informing and predicting • Expressing preferences • Talking about events in the indefinite and recent past • Giving reasons • Stating the duration of events • Quantifying 	<ul style="list-style-type: none"> • Festivals • Cars and bicycles • Special occasions, e.g. birthday celebrations • Entertainment, e.g. cinema, television, clubs • Music • Recent personal events 	<ul style="list-style-type: none"> • Present perfect tense including use with <i>for, since, ever, never, just</i> • Connecting clauses using <i>because</i> • <i>Will</i> referring to the future for informing and predicting • Adjectives and adverbials of quantity, e.g. <i>a lot (of), not very much, many</i> • Expressions of preference, e.g. <i>I prefer, I'd rather</i> 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Expressions relating to past and future time, e.g. <i>two days ago, in the future</i>
6	<ul style="list-style-type: none"> • Expressing and requesting opinions and impressions • Expressing intention and purpose • Expressing obligation and necessity • Expressing certainty and uncertainty 	<ul style="list-style-type: none"> • Travel • Money • Fashion • Rules and regulations • Health and fitness • Shopping 	<ul style="list-style-type: none"> • Open and first conditional, using <i>if</i> and <i>when</i> • Present continuous tense for future use • Past continuous tense • Modals connected to functions listed above, e.g. <i>must, have to, need to, might</i> • Infinitive of purpose 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Further expressions relating to future time, e.g. <i>the day after tomorrow, in a year's time</i>

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7	<ul style="list-style-type: none"> • Giving advice and highlighting advantages and disadvantages • Making suggestions • Describing past habits • Expressing possibility and uncertainty • Eliciting further information and expansion of ideas and opinions • Expressing agreement and disagreement 	<ul style="list-style-type: none"> • Education • National customs • Village and city life • National and local produce and products • Early memories • Pollution and recycling 	<ul style="list-style-type: none"> • Second conditional • Simple passive • <i>Used to</i> • Relative clauses • Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i> • Modals and phrases used to express possibility and uncertainty <i>may, might, I'm not sure</i> • Discourse connectors <i>because of, due to</i> 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Expressions of agreement and disagreement • Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. <i>Really? Oh dear! Did you?</i> • Simple fillers to give time for thought, e.g. <i>Well ... Um...</i>
8	<ul style="list-style-type: none"> • Expressing feelings and emotions • Expressing impossibility • Reporting the conversation of others • Speculating • Persuading and discouraging 	<ul style="list-style-type: none"> • Society and living standards • Personal values and ideals • The world of work • The supernatural • National environmental concerns • Public figures 	<ul style="list-style-type: none"> • Third conditional • Present perfect continuous tense • Past perfect tense • Reported speech • Linking expressions, e.g. <i>even though, in spite of, unless, although</i> • Cohesive devices, e.g. <i>so to continue, in other words, for example</i> 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Reporting verbs, e.g. <i>say, tell, ask, report, advise, promise</i> • Appropriate words and expressions to encourage further participation, e.g. <i>And then? And what about you?</i>
9	<ul style="list-style-type: none"> • Expressing abstract ideas • Expressing regrets, wishes and hopes • Expressing assumptions • Paraphrasing • Evaluating options • Hypothesising • Evaluating past actions or course of events 	<ul style="list-style-type: none"> • Dreams and nightmares • Crime and punishment • Technology • Habits and obsessions • Global environmental issues • Design 	<ul style="list-style-type: none"> • Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i> • More complex forms of the passive with modals • <i>Should/must/might/could</i> + present perfect tense • Correct verb patterns after <i>wish</i> and <i>hope</i> 	<ul style="list-style-type: none"> • Vocabulary specific to the topic area • Vocabulary specific to the subject areas • Cohesive devices to recap and recover, e.g. <i>As I was saying, Anyway...</i> • Hesitation fillers, e.g. <i>I mean, you know</i> • Stock phrases to gain time for thought and keep the turn, e.g. <i>Well, let me think...</i>

Grade	Functions	Subject areas	Grammar	Lexis
10	<ul style="list-style-type: none"> Developing an argument Defending a point of view Expressing beliefs Expressing opinions tentatively Summarising information, ideas and arguments Deducing 	<p>List A</p> <ul style="list-style-type: none"> Roles in the family Bullying The school curriculum Youth behaviour Use of the internet Designer goods <p>OR List B</p> <ul style="list-style-type: none"> International events Equal opportunities Social issues The future of the planet Scientific developments Stress management 	<ul style="list-style-type: none"> The basic structures specified for Grade 6 and below, exercising consistent control The more complex structures of Grades 7 to 9, though errors may occur when attempting to use combinations of these structures across sentence boundaries 	<ul style="list-style-type: none"> Vocabulary specific to the topic and subject areas Modifying words, e.g. <i>basically, quite, certainly</i> Intensifiers, e.g. <i>absolutely, completely, totally</i> Tentative expressions, e.g. <i>I may be wrong but..., Don't you think it might be...</i> 'Signposting' words, e.g. <i>firstly, finally</i>
11	<ul style="list-style-type: none"> Justifying an argument Inferring Softening and downplaying propositions Expressing caution Challenging arguments and opinions Evaluating different standpoints Expressing reservations 	<p>List A</p> <ul style="list-style-type: none"> Independence Ambitions Stereotypes Role models Competitiveness Young people's rights <p>OR List B</p> <ul style="list-style-type: none"> The media Advertising Lifestyles The arts The rights of the individual Economic issues 	<ul style="list-style-type: none"> All the basic structures specified for Grade 6 and below, exercising complete control The more complex structures of Grades 7 to 9, used in combination and contrast, with only very occasional lapses 	<ul style="list-style-type: none"> Expressions used before challenging, e.g. <i>That's a good point but..., Perhaps I didn't explain my point clearly...</i> Expressions for downplaying and softening, e.g. <i>It's quite difficult, If I could just ask</i> Signposting expressions, e.g. <i>I'd like to begin with..., On the other hand..., So to sum up...</i> Language of caution, e.g. <i>It tends to be, It seems as if</i> Vague and imprecise language, e.g. <i>a bit more, a hundred people or so</i>
12	<ul style="list-style-type: none"> Asserting Denying Expressing empathy and sympathy Contradicting Implying Affirming 	Any of the above and any other appropriate subject	<ul style="list-style-type: none"> A comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis and eliminate ambiguity Differing linguistic forms to reformulate ideas to convey finer shades of meaning 	<ul style="list-style-type: none"> A range of idiomatic expressions and colloquialisms Language of empathy and sympathy, e.g. <i>I see what you mean but..., That must have been very difficult...</i> Expressions used to introduce contradiction or assertion, e.g. <i>Well, I don't see it like that..., That may be true for you...</i>