

# Summary of language items for each grade

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

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

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

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