

## Target structures

The following overview details the grammatical structures which learners can be expected to have a fair grasp of after working with Explorers for three years. "A fair grasp" means that the pupils are reasonably familiar with the structures and will often produce them correctly.

Perfect mastery is not expected at this stage.

The learners first meet these target structures at various points in the Explorers course. After the first encounter, the structures are reused and recycled repeatedly in different contexts throughout the rest of the course, according to the principle of cyclical progression.

The overview follows the chapter organisation of the *Grammar Reference* in the *Explorers Resource Book*.

<b>Numbers</b>	
Cardinal numbers Ordinal numbers	<i>first / second / third</i>
<b>Time</b>	
Times of day Clock times Seasons and months The calendar	<i>in the morning / at night</i>
<b>Countries</b>	
	<i>Switzerland plus five to ten other countries</i>
<b>Verbs</b>	
<b>be</b> Present tense Past As an auxiliary for present continuous Future  <b>have</b> Present tense Special uses have to Past Future  <b>do</b> Present tense Special awareness point: do – not make Do as an auxiliary: negatives and questions with do Past Future	<i>there's (there is) / there are</i> <i>was / were</i> <i>Lea is doing her homework.</i> <i>I'm going to watch my favourite TV programme after dinner.</i>  <i>have a shower, have a meal</i> <i>have to clean my room</i> <i>had</i> <i>will have / 'll have</i>  <i>do, not make for tasks: do an experiment</i> <i>I don't know the answer.</i> <i>Do you go to school on Saturday?</i> <i>did</i> <i>will do / 'll do</i>

<p><b>Present simple</b> Forms and uses</p> <p><b>Present continuous</b> Forms and uses Special awareness point</p> <p><b>Past simple</b> Forms and uses</p> <p><b>Irregular verbs</b> (productive use: only target vocabulary)</p> <p><b>Future</b> with 'going to'  with 'will' (Learners are able to express future ideas, but not expected to know how to choose accurately between the different forms.)</p> <p><b>Imperative</b> Forms and uses Suggestions</p> <p><b>Modal auxiliary verbs</b> Forms and uses</p>	<p><i>I read a lot of books.</i></p> <p><i>He's sitting in the garden with Mum.</i> contrast with present simple: <i>She looks after gardens and she plants flowers. At the moment, she's watching TV.</i></p> <p><i>His family arrived in Switzerland last May.</i></p> <p><i>She drank a cup of tea before she left.</i></p> <p><i>They are going to make a cake. / You are going to ...</i></p> <p><i>I'm hungry. I think I'll have a yoghurt. / Perhaps we'll go to Greece for our next holiday.</i></p> <p>Instructions: <i>Open the door, please.</i> <i>Let's go now.</i></p> <p><i>can / could / have to / should</i> <i>Shall I ...? / Shall we ...? / I'd like ... / Would you like ...?</i></p>
<p><b>Nouns and articles</b></p>	
<p><b>Gender</b></p> <p><b>Plural</b> Regular forms Irregular plural forms (productive use: only target vocabulary)</p> <p><b>Possessive forms of the nouns</b> (Learners have a basic knowledge of both the 's and the <i>of</i> form, but are not expected to be able to apply them according to the detailed rules.)</p> <p><b>Articles</b> definite article indefinite article</p> <p><b>Proper names</b> countries, nationalities, languages Special awareness point</p>	<p><i>he / she / it</i></p> <p><i>cats</i> <i>leaves / children / sheep / fish / feet</i></p> <p><i>the roof of the house</i> <i>Ben's bicycle / our neighbours' cat / the children's toys</i></p> <p><i>the</i> <i>a / an</i></p> <p>Capital letter for nationality and language adjectives: <i>I'm from Switzerland. I'm Swiss.</i></p>

<b>Pronouns and determiners</b>	
<b>Personal pronouns</b>	<i>I / you / he / she / it / we / they</i>
<b>Possessive determiners</b>	<i>my / your / his / her / its / our / their</i>
<b>Questions</b>	
<b>Yes / No questions</b> with be, do and can	<i>Is the dog in the kitchen? / Does Peter walk to school? / Can Paula play football?</i>
<b>Question-word questions</b>	<i>who / what / which / how / when / where / why</i>
<b>Adjectives</b>	
<b>basic form of adjectives</b>	<i>a nice person / The person is nice.</i>
<b>Comparison of adjectives</b> regular <i>-er</i> and <i>-est</i> forms common irregular forms ways of comparing	<i>long / longer / longest</i> <i>bad / worse / worst / good / better / best</i> <i>He's older than ... / This book is more interesting than ... / my best friend / the most interesting</i>
<b>Adverbs</b>	
<b>Types of adverbs</b> (learners know them as lexical items)	<i>always / never / sometimes / really / here / there / today / yesterday / tomorrow</i>
<b>Prepositions</b>	
(learners know them as lexical items)	
<b>Prepositions of place and movement</b>	<i>under / above / below / near / next to / between</i>
<b>Prepositions of time</b>	<i>before / after / at / on / in / until / for / in</i>
<b>Other important prepositions</b>	<i>about / by / without / from</i>
<b>Conjunctions and other linking words</b>	
<b>Addition</b>	<i>and / too</i>
<b>Alternatives</b>	<i>or</i>
<b>Contrast and concession</b>	<i>but</i>
<b>Reason, purpose, result</b>	<i>because / to / so</i>
<b>Condition</b>	<i>If + present simple or will</i>
<b>Time</b>	<i>when / before / after / first / next / then / after that / finally</i>
<b>Alphabet</b>	
Spelling out the letters of the alphabet in English	