

## ESL Foundation (CLB 3-4)

### Curriculum

Our curriculum consists of 78 consecutive integrated skills lessons incorporating reading, listening, speaking, and writing, along with grammar instruction.



<b>Adjectives &amp; Adverbs</b>	A1.4 - Adjectives-Ed-Ing - 4	Use -ed and -ing adjectives to differentiate between similar looking adjectives in English.
<b>Adjectives &amp; Adverbs</b>	A1.5 - Adjective-ed-ing-Quiz	Quiz review of A1.4 (adjectives ending in -ed and -ing)
<b>Adjectives &amp; Adverbs</b>	A2.1 - Adjectives-Order-Before-Nouns - 1	Introduce the structure of adjective before noun. Show that adjectives have no singular or plural form.
<b>Adjectives &amp; Adverbs</b>	A2.2 - Adjectives-Order-After-Verbs - 2	Use adjectives after verbs (to be + with sensory verbs such as look, sound, smell). Use to feel + adjectives describing emotions (such as happy, sad, exhausted).
<b>Adjectives &amp; Adverbs</b>	A2.3 - Adjectives-Order-Opinion-vs-Fact - 3	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.).
<b>Adjectives &amp; Adverbs</b>	A2.4 - Adjectives-Order-After-Get-And-Become - 4	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).

<b>Adjectives &amp; Adverbs</b>	A3.2 - Adjectives-Comparatives-With-Than - 2	Use the structure of comparative adjective + than. Use the structure of comparative adjective + than + object pronoun and comparative adjective + than + subject pronoun + verb.
<b>Adjectives &amp; Adverbs</b>	A3.3 - Adjectives-Comparatives-As-Adjective-As - 3	To use the structure as + base adjective + as and compare to the structure comparatives adjective + than.
<b>Adjectives &amp; Adverbs</b>	A4.1 - Adjectives-Superlatives - 1	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.
<b>Adjectives &amp; Adverbs</b>	A4.2 - Adjectives-Superlatives - 2	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).
<b>Adjectives &amp; Adverbs</b>	A5.1 - Adverbs - 1	To introduce the form of adverbs. Introduce adverbs as used after verbs.
<b>Adjectives &amp; Adverbs</b>	A5.2 - Adverbs - 2	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).

<b>Adjectives &amp; Adverbs</b>	A5.3 - So-and-such - 1	To introduce so and such with adjectives, adverbs, nouns and noun phrase. 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.
<b>Adjectives &amp; Adverbs</b>	A5.4 - So-and-such-So-that-Such-as - 2	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.
<b>Adjectives &amp; Adverbs</b>	A5.5 - Enough-and-Not-enough - 1	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
<b>Adjectives &amp; Adverbs</b>	A5.6 - Enough-More-than-enough-Too-Too-many-Too-much - 2	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.
<b>Adjectives &amp; Adverbs</b>	A6.1 - Adverbs-of-Time- just-already-yet-still - 1	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.
<b>Adjectives &amp; Adverbs</b>	A6.2 - Adverbs-of-Time-before-after-for-since - 2	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

<b>Adjectives &amp; Adverbs</b>	A7.1 - Adverbs-of-Place-somewhere-home-near-nearby - 1	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.
<b>Adjectives &amp; Adverbs</b>	A7.2 - Adverbs-of-Place-here-there-upward-downward - 2	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
<b>Adjectives &amp; Adverbs</b>	A8.1 - Adverbs-of-Manner-carefully-happily-late-fast - 1	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
<b>Gerunds &amp; Infinitives</b>	G1.1 - Intro-to-Gerunds - 1	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).
<b>Gerunds &amp; Infinitives</b>	G1.2 - Intro-to-Infinitives - 2	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.
<b>Gerunds &amp; Infinitives</b>	G1.3 - Verbs-Followed-by-Infinitives - 3	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.

<b>Gerunds &amp; Infinitives</b>	G1.4 - Verbs-Followed-by-Gerunds - 4	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.
<b>Gerunds &amp; Infinitives</b>	G1.5 - Verbs-Followed-by-Infinitives-and-Gerunds - 5	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, can't stand, can't bear.
<b>Verbs - Modals</b>	M1.3 - Ability-Can-Could-BeAbleTo - 3	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).
<b>Verbs - Modals</b>	M2.1 - Requests-Would-Could-Can-May-Might - 1	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)
<b>Verbs - Modals</b>	M3.1 - Necessity-Must-HaveTo - 1	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.
<b>Verbs - Modals</b>	M3.2 - Necessity-Must-HaveTo-HaveGotTo - 2	Use have got to, including pronunciation in connected speech. Use necessity in the past with had to.

<b>Verbs - Modals</b>	M3.3 - Necessity- HaveTo-HadTo - 3	To express necessity in question form (past, present, future).
<b>Verbs - Modals</b>	M4.1 - Advisability- Should - 1	Use should and shouldn't for suggestions, duty, responsibility and expectation. Use I think... should and I should for suggestions. Compare should and have to.
<b>Verbs - Modals</b>	M4.2 - Advisability- Should-OughtTo - 2	Use ought to / oughtn't. To use should have / shouldn't have... (in the context of have done it).
<b>Verbs - Modals</b>	M6.1 - Suggestions-Let's- WhyDon't-Shall - 1	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.
<b>Verbs - Modals</b>	M7.2 - Probability- May-Might-Could- Must - 2	Use can't and couldn't for probability. To use must and must not for probability. To contrast must not for prohibition vs. probability.
<b>Nouns &amp; Articles</b>	N10.2 - Some-Any- Use-Without- Nouns - 2	Use of some and any without a noun (Can I have some?).

<b>Nouns &amp; Articles</b>	N11.1 - Articles-General-vs-Specific - 1	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.
<b>Nouns &amp; Articles</b>	N11.2 - Articles-With-Fixed-Expressions - 2	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.
<b>Nouns &amp; Articles</b>	N11.3 - Articles-Use-Without-Articles - 3	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.
<b>Nouns &amp; Articles</b>	N11.4 - Articles-Differentiating-Between-General-Specific - 4	Further contrast between general things, ideas and people (without the) and specific things, ideas and people (with the) (hospital vs. the hospital).
<b>Nouns &amp; Articles</b>	N11.5 - Articles-With-Adjectives-Nationality - 5	Use musical instruments with or without the. Use the + adjective (the injured, the unemployed). Use the + nationality (the French vs. Italians).
<b>Nouns &amp; Articles</b>	N11.6 - Articles-With-Geography - 6	To introduce geographical terms used with or without the: continents, countries and states, islands, cities, towns, villages, mountains, oceans, seas, rivers and canals and deserts.



<b>Nouns &amp; Articles</b>	N11.7 - Articles- With-Geography- Names-Of-Places - 7	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).
<b>Nouns &amp; Articles</b>	N11.8 - Articles- With-People- SpecificPlaces- Companies - 8	Use names of shops, hotels, places of worship, publications with / without the use names of companies and organizations with / without the.
<b>Nouns &amp; Articles</b>	N13.1 - Not-Any- None - 1	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.
<b>Nouns &amp; Articles</b>	N14.1 - Anybody- Nobody - 1	Use not + anybody / anyone / anything. Use not + nobody / no-one / nothing.
<b>Nouns &amp; Articles</b>	N15.1 - Somebody- Something - 1	Use somebody, someone, something and somewhere. Use anywhere and nowhere something/anything + adjective / + infinitive (something new, something to drink).
<b>Nouns &amp; Articles</b>	N16.1 - A-lot-of- Many-Much - 1	Use a lot of, many, much in positive/negative sentences and questions.

<b>Nouns &amp; Articles</b>	N16.2 - Much-Many-Few-Little-A-lot-Plenty - 2	To review much, many and a lot. To introduce little, few, a little, a few, plenty, with and without of.
<b>Nouns &amp; Articles</b>	N16.3 - Both-Either-Neither - 3	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
<b>Nouns &amp; Articles</b>	N16.4 - All-All-of-Most-Most-of-Some-Some-of - 4	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.
<b>Nouns &amp; Articles</b>	N16.5 - All-Every-Whole - 5	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.
<b>Nouns &amp; Articles</b>	N4.2 - Possessive-Pronouns-Mine-Yours-Ours - 2	To introduce the possessive pronouns, mine, yours, his, hers, ours, your, theirs. To distinguish between possessive adjectives and possessive pronouns.
<b>Nouns &amp; Articles</b>	N4.3 - Reflexive-Pronouns-Myself-Ourselves - 3	To introduce the reflexive pronouns, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. To show the non-emphatic and emphatic usages of reflexive pronouns.

<b>Nouns &amp; Articles</b>	N4.4 - Reflexive-and-Reciprocal-Pronouns-Each-other-One-another - 4	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
<b>Nouns &amp; Articles</b>	N8.1 - Expressions-of-Quantity-Containers-A-bottle-of-etc - 1	To introduce expressions of quantity with uncountable nouns, such as jug, bottle, glass, cup, bowl, packet, tin, can, mug, tube, bottle.
<b>Nouns &amp; Articles</b>	N8.2 - Expressions-of-Quantity-Containers-A-dozen-etc - 2	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).
<b>Nouns &amp; Articles</b>	N8.3 - Expressions-of-Quantity-Containers-A-pair-of-etc - 3	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).
<b>Prepositions</b>	P1.4 - With-Time-Before-After-During-While-For - 4	Learn the prepositions of time: while, during, for. Review the prepositions of time: at, on, in, before, after.
<b>Prepositions</b>	P1.5 - With-Time-From-To-Until-Beyond-Past - 5	To introduce the prepositions of time: while, during, for. To review the prepositions of time: at, on, in, before, after.

<b>Prepositions</b>	P1.6 - With-Time- AtAround-AtAbout- By-Through- Between - 6	To introduce the prepositions of time: at around, at about, by, through, throughout, between.
<b>Prepositions</b>	P3.4 - Of- Movement-Along- By-Across-Past - 4	Use the prepositions of movement and direction: up, over, down.
<b>Prepositions</b>	P3.5 - Of- Movement- Around-Through- Under - 5	Use the prepositions of movement and direction: around, through, under.
<b>Prepositions</b>	P3.6 - Of- Movement- BackTo-BackFrom- With-For - 6	Use the prepositions of movement and direction: back to, back from, with, for
<b>Passive Constructions</b>	PC1.1 - Introducing- Passive-Voice - 1	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.
<b>Passive Constructions</b>	PC1.2 - Passive- With-Agent - 2	Passive vs. active constructions. Make passive sentences in the present simple and past simple, and expressing the agent with by. Usage in a process.

<b>Reading Activities</b>	R201 - Valentines-Day	To read a text about the origins of Valentine's Day.
<b>Reading Activities</b>	R202 - The-Story-of-Google	To read a text about the early history of the US company, Google Inc.
<b>Reading Activities</b>	R203 - American-Revolution	To read a text about the early history of the American Revolution (War of Independence).
<b>Reading Activities</b>	R204 - WWI-Trench-Diary	To read a text about the diary of a British captain fighting in WWI.
<b>Reading Activities</b>	R205 - Crime	To read a text about crime, including laws, law enforcement, punishment and the court process.
<b>Reading Activities</b>	R206 - Letter-To-A-Friend	To read a text about a letter, from a man requesting his best friend to be his best man, at his wedding. The text and activities also deal with common vocabulary around wedding ceremonies.

<b>Reading Activities</b>	R207 - History-of-Castles	To read a text about the history of castles in Europe.
<b>Reading Activities</b>	R208 - Family-Values	To read a text about the concept of family values (e.g. mother and father, love for children, divorce, working parents). To practice the use of informal language. The lesson also includes several warm-up activities (prior to the reading text) and basic comprehension questions (after the reading text).
<b>Speaking Activities</b>	S201 - Day-At-The-Office	To use the present simple to talk about a daily routine / day at the office.
<b>Speaking Activities</b>	S202 - My-Daily-Routine	To use the present simple to talk about a daily routine for a working professional / adult.
<b>Speaking Activities</b>	S203 - Day-In-The-City-Park	To use the present simple to talk about a day in a city park.
<b>Speaking Activities</b>	S204 - My-Apartment	To use the present simple to talk about an apartment.

<b>Speaking Activities</b>	S205 - My-Family-House	To use the present simple to talk about a family house.
<b>Speaking Activities</b>	S206 - Life-On-The-Farm	To use the present simple to talk about life on a farm.
<b>Speaking Activities</b>	S207 - Life-In-The-City	To use the present simple to talk about life in the city.
<b>Speaking Activities</b>	S208 - Life-In-The-Australian-Desert	To use the present simple to talk about life in the Australian desert.
<b>Speaking Activities</b>	S209 - Life-In-The-Amazon-Rainforest	To use the present simple to talk about life in the Amazon Rainforest.
<b>Speaking Activities</b>	S211 - My-Family	To use the present simple to talk about family structure and relationships (e.g. brother/father/mother/sister) – focus on immediate family members.

<b>Speaking Activities</b>	S212 - My-Extended-Family	To use the present simple to talk about family structure and relationships (e.g. aunt/uncle) – focus on extended family members.
<b>Speaking Activities</b>	S215 - Life-In-Australia	To use the present simple to talk about life in Australia and Sydney.
<b>Speaking Activities</b>	S216 - Life-In-Brazil	To use the present simple to talk about life in Brazil, Sao Paulo and Manaus.
<b>Speaking Activities</b>	S217 - Life-In-Canada	To use the present simple to talk about life in Canada and Toronto.
<b>Speaking Activities</b>	S218 - Life-In-Ireland	To use the present simple to talk about life in Ireland and Dublin.
<b>Speaking Activities</b>	S219 - Life-In-Italy	To use the present simple to talk about life in Italy and Rome



<b>Speaking Activities</b>	S220 - Life-In-New-Zealand	To use the present simple to talk about life in New Zealand.
<b>Speaking Activities</b>	S221 - Life-In-Spain	To use the present simple to talk about life in Spain and Madrid.
<b>Speaking Activities</b>	S222 - Life-In-Turkey	To use the present simple to talk about life in Turkey and Istanbul.
<b>Speaking Activities</b>	S223 - Life-In-The-UK	To use the present simple to talk about life in the UK and London.
<b>Speaking Activities</b>	S224 - Life-In-The-US	To use the present simple to talk about life in the US and Boston.
<b>Speaking Activities</b>	S240 - Lost-In-The-Forest	To use the past simple to talk about a scary story, and to use the past continuous and transition words where possible.

<b>Speaking Activities</b>	S241 - Week-At-The-Beach	To use the past simple to talk about a week of holidays at the beach.
<b>Speaking Activities</b>	S242 - Trip-To-The-Mall	To use the past simple to talk about a trip to the shopping mall.
<b>Speaking Activities</b>	S243 - Off-To-The-Airport	To use the past simple to talk about a trip to the airport.
<b>Speaking Activities</b>	S245 - Visit-To-The-Doctor	To use the past simple to talk to talk about a visit to the doctor, and when you weren't feeling well.
<b>Speaking Activities</b>	S246 - Picnic-In-The-Countryside	To use the past simple to talk about a picnic in the country with friends.
<b>Speaking Activities</b>	S247 - Your-Favourite-Restaurant	To use the past simple to talk about a visit to a favorite restaurant.

<b>Speaking Activities</b>	S248 - Visit-To-The-Art-Gallery	To use the past simple to talk about a visit to the art gallery.
<b>Speaking Activities</b>	S249 - Trip-To-The-Supermarket	To use the past simple to talk about a weekly trip to the supermarket.
<b>Speaking Activities</b>	S250 - Trip-To-The-Hairdresser	To use past simple to talk about a trip to the hairdresser.
<b>Speaking Activities</b>	S251 - Visit-To-The-Travel-Agency	To use the past simple to talk about a visit to the travel agency.
<b>Speaking Activities</b>	S252 - Trip-To-The-Zoo	To use the past simple to talk about a visit to the zoo.
<b>Speaking Activities</b>	S253 - Cleaning-Around-The-House	To use past simple to talk about cleaning the house.

<b>Speaking Activities</b>	S254 - Earth-Day	To introduce vocabulary to talk about Earth Day. To provide controlled and free tasks to promote fluency in speaking.
<b>Speaking Activities</b>	S255 - Mother's-Day-And-Father's-Day	To introduce vocabulary to talk about Mother's and Father's Day. To provide controlled and free tasks to promote fluency in speaking.
<b>Speaking Activities</b>	S256 - Thanksgiving	To introduce vocabulary to talk about Thanksgiving. To provide controlled and free tasks to promote fluency in speaking.
<b>Speaking Activities</b>	S257 - Halloween	To introduce vocabulary to talk about Halloween. To provide controlled and free tasks to promote fluency in speaking.
<b>Vocabulary</b>	V12.1 - Animals-Pets - 1	To use the most common vocabulary items related to common pets, including what they eat/how to care for them.
<b>Vocabulary</b>	V12.2 - Animals-Farm-Animals - 2	To use the most common vocabulary items related to common farm animals, including what they eat and the agricultural products they produce.

<b>Vocabulary</b>	V12.3 - Animals-Bugs-Insects - 3	To use the most common vocabulary items related to common bugs and insects, including how they can hurt humans (bites/stings) and the products they produce (e.g. honey).
<b>Vocabulary</b>	V12.4 - Animals-Sea-Creatures - 4	To use the most common vocabulary items related to common sea creatures, including fish, mollusks, coral and sea mammals.
<b>Vocabulary</b>	V12.5 - Animals-Mammals - 5	To use the most common vocabulary items related to common mammals (primates, rodents, bats, animals with hooves, marsupials etc...) To use the distinction between carnivores and herbivores.
<b>Vocabulary</b>	V12.6 - Animals-Reptiles - 6	To use the most common vocabulary items related to common mammals (turtles, crocodiles, lizards, snakes etc..).
<b>Vocabulary</b>	V12.7 - Animals-Birds - 7	To use the most common vocabulary items related to common birds (including nests, eggs, birds of prey and flightless birds).
<b>Vocabulary</b>	V12.8 - Animals-African-Serengeti - 8	To use the most common vocabulary items related to African safari animals (including habitat features and geography).

<b>Vocabulary</b>	V12.9 - Animals-Australian-Marsupials - 9	To use the most common vocabulary items related to Australian Marsupials (including habitat features and geography).
<b>Vocabulary</b>	V2.1 - Family - 1	Use vocabulary around immediate family members (siblings, brother, sister, mother, father, daughter, son, wife, husband). Introduction of vocabulary around grandparents (grandparents, grandfather, grandchildren, grandson, granddaughter).
<b>Vocabulary</b>	V2.2 - Family - 2	Use vocabulary around, aunt, uncle, cousins, nieces, nephews and in-laws.
<b>Vocabulary</b>	V3.10 - Food-Drinks-and-Beverages - 10	To use the most common vocabulary items related to drinks and beverages.
<b>Vocabulary</b>	V3.2 - Food-Fruit - 2	To use the most common vocabulary items related fruit.
<b>Vocabulary</b>	V3.3 - Food-Vegetables - 3	To use the most common vocabulary items related vegetables.

<b>Vocabulary</b>	V3.4 - Food-Meat-and-Delicatessen - 4	To use the most common vocabulary items related to meat, delicatessen and small goods.
<b>Vocabulary</b>	V3.5 - Food-Fish-and-Seafood - 5	To use the most common vocabulary items related to fish and seafood.
<b>Vocabulary</b>	V3.6 - Food-Milk-and-Dairy-Products - 6	To use the most common vocabulary items related to milk and dairy products.
<b>Vocabulary</b>	V3.7 - Food-Nuts-and-Legumes - 7	To use the most common vocabulary items related to nuts and legumes.
<b>Vocabulary</b>	V3.8 - Food-Herbs-Spices-Condiments - 8	To use the most common vocabulary items related to herbs, spices and condiments.
<b>Vocabulary</b>	V3.9 - Food-Bread-Cereal-Pasta-Noodles - 9	To use the most common vocabulary items related to bread, cereal, pasta and noodles.

<b>Verbs - Continuous</b>	VC1.3 - Present Continuous - 3	Review the present continuous in positive and negative form with contractions.
<b>Verbs - Continuous</b>	VC1.4 - Present Continuous - 4	Use the present continuous in question form, including short answers (Yes/No) and question words (Who, What, When, Where, Why, How).
<b>Verbs - Continuous</b>	VC1.5 - Present Continuous - 5	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.
<b>Verbs - Continuous</b>	VC2.1 - Past Continuous - 1	Use the past continuous in positive form.
<b>Verbs - Continuous</b>	VC2.2 - Past Continuous - 2	Use the past continuous in negative form, with/without contractions.
<b>Verbs - Continuous</b>	VC2.3 - Past Continuous - 3	Past continuous activities, interrupted by other activities (in past simple) + joining each clause with while/when.



<b>Verbs - Continuous</b>	VC2.4 - Past Continuous - 4	Use the past continuous question form, with question words (What, When, Where, Why, How).
<b>Verbs - Continuous</b>	VC2.5 - Past Continuous - 5	To 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.
<b>Verbs - Continuous</b>	VC5.1 - Future-With-Going-To - 1	The positive form of future with going to (I am going to the gym tonight).
<b>Verbs - Continuous</b>	VC5.2 - Future-With-Going-To - 2	The negative and question form of future with going to.
<b>Verbs - Continuous</b>	VC5.3 - Future-With-Present-Continuous - 3	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.
<b>Verbs - Continuous</b>	VC5.4 - Future Continuous - 1	Future continuous in positive form. Future continuous for events in progress in the future. Future continuous with expressions of time

<b>Verbs - Continuous</b>	VC5.5 - Future Continuous - 2	Future continuous in positive form. Future continuous with adverbs, including maybe and perhaps. Future continuous with still.
<b>Verbs - Simple</b>	VS2.3 - Have-And-Have-Got - 3	Negative form of have and have got.
<b>Verbs - Simple</b>	VS2.4 - Have-And-Have-Got - 4	Question form of have and have got.
<b>Verbs - Simple</b>	VS2.5 - Have-And-Have-Got - 5	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.
<b>Verbs - Simple</b>	VS3.3 - Present Simple - 3	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.
<b>Verbs - Simple</b>	VS3.4 - Present Simple - 4	Present Simple 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).

<b>Verbs - Simple</b>	VS3.5 - Present Simple - 5	Present simple 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).
<b>Verbs - Simple</b>	VS4.1 - Past Simple - 1	Use past simple, with regular verbs in positive form. Use expressions of time with past simple (at 2pm, yesterday, on Monday).
<b>Verbs - Simple</b>	VS4.2 - Past Simple - 2	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).
<b>Verbs - Simple</b>	VS4.3 - Past Simple - 3	Past simple with irregular verbs that do not take -ed (e.g. caught).
<b>Verbs - Simple</b>	VS4.4 - Past Simple - 4	Past simple in negative and question form.
<b>Verbs - Simple</b>	VS4.5 - Past-Simple-Quiz - 5	Quiz review of VS4.1 - 4.4 (regular and irregular verbs in the past simple positive, negative and question form).

<b>Verbs - Simple</b>	VS8.1 - Future-With-Will - 1	Positive form of future with will. Shall to replace will for I and we. I think + will to make predictions.
<b>Verbs - Simple</b>	VS8.2 - Future-With-Will - 2	Negative and question form of future with will. Make the distinction between future with going to and will.
<b>Verbs - Simple</b>	VS8.3 - Future-With-Will - 3	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.
<b>Verbs - Simple</b>	VS8.4 - Future-With-Present-Simple - 4	To use present simple in the future form to describe events that are scheduled on a timetable such (train/movie). Positive, negative and question form of present simple in the future form. Comparison to future with present continuous.