

## Chart of Grammar Instruction Guidelines by CLB Level

Chart indicates when a grammar concept can be introduced at its most basic level. The concept can then be reviewed, practiced, and built on throughout successive levels.

Grammar should be taught as needed in tasks (in context.)

Suggested grammar outcomes (Can be added or deleted depending on the class, instructor and tasks)	LINC 1	LINC 2	LINC 3	LINC 4	LINC 5	
	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5	CLB 6
<b>1. Adjectives</b>						
Common adjectives	•	→	→	→	→	→
Possessive adjectives	•	→	→	→	→	→
Demonstrative adjectives ( <i>this cup, that cup etc.</i> )		•	→	→	→	→
Order of adjectives, comparatives, superlative, indefinite( <i>several, some, a few etc</i> )			•	→	→	→
Intensifier ( <i>so, too, very</i> ), equative ( <i>as ...as</i> ), non-equative ( <i>not as...as</i> )				•	→	→
Present/past participle				•	→	→
<b>2. Adjective clauses</b>					•	→
<b>3. Adjective phrases</b>				•	→	→
<b>4. Adverbs</b>						
Common adverbs of time	•	→	→	→	→	→
Time, frequency, manner		•	→	→	→	→
Intensifier, comparative, superlative, duration			•	→	→	→
Equative ( <i>as...as</i> ), non-equative ( <i>not as...as</i> )				•	→	→
<b>5. Adverb Clauses</b>					•	→
<b>6. Articles: definite, indefinite</b>		•	→	→	→	→
<b>7. Conditional sentences:</b>						
Real					•	→
Unreal						•
"Wish" + present and past unreal						•

	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5	CLB 6
<b>8. Expressions</b> Time, quantity frequency, duration (e.g. <i>for 2 days</i> )	•	•				
<b>9. Gerunds and infinitives</b> (introduction as needed) <i>like</i> and <i>need</i> + gerund and infinitive (also in <b>Verbs</b> ) Verbs+ gerunds or infinitives to express likes, dislikes, needs, wants (also in <b>Verbs</b> )		•	•		•	
<b>10. Imperatives</b> Basic imperatives Negative imperatives	•	•				
<b>11. Logical connectors</b> Coordinating Conjunctions to join words and phrases Coordinating conjunctions to form compound sentences Simple connective words and phrases (e.g. <i>also, and, first, second, next</i> ) Correlative conjunctions (e.g. <i>either...or, not only...but also</i> etc.) Transition words (e.g. <i>however, in addition, therefore</i> etc.), adverbial clause words		•		•	•	•
<b>12. Modals</b> Ability (can, can't) Requests Ability/possibility, necessity, permission, promise Suggestions, advice, obligation, prohibition, degrees of certainty, habitual past Advisability, past modals ( <i>could have, should have, etc.</i> )	•	•	•	•		•
<b>13. Nouns</b> Singular, plural Count, non-count, possessive Collective	•	•	•			
<b>14. Noun clauses</b> Subjunctive clauses					•	•

	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5	CLB 6
<b>15. Partitives</b> ( <i>cup, package, loaf</i> )		•				→
<b>16. Passive voice</b>					•	→
<b>17. Phrasal verbs</b> Common phrasal verbs Separable, non-separable		•				→
<b>18. Prepositions</b> Location Time, movement, duration Purpose	•					→
<b>19. Pronouns</b> Subject Object, demonstrative ( <i>this, that, these, those</i> ) Interrogative, possessive Reflexive (e.g. <i>myself</i> etc.) Relative Indefinite ( <i>anyone, anything</i> , etc.) Reciprocal ( <i>each other, one another</i> etc.)	•	•				→
<b>20. Quantifiers</b>		•				→
<b>21. Questions</b> Basic yes/no, wh- Yes/no, wh- Tag Embedded (e.g. <i>I would like to know where the school is.</i> )	•	•				→
<b>22. Rejoinders</b> (e.g. <i>That's great!</i> ; <i>I'm sorry to hear that.</i> )				•		→
<b>23. Sequence markers</b> ( <i>first, second, next</i> etc.)			•			→
<b>24. Speech</b> Direct speech Reported speech				•		→
<b>25. There is, there are</b>	•					→

	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5	CLB 6
<b>26. Verbs</b>						
Common verbs ( <i>be, have, need, like, want, go, eat, buy, etc.</i> )	•	→	→	→	→	→
Common verbs, <i>like</i> and <i>need</i> + gerund and infinitive		•	→	→	→	→
Verbs+ gerunds or infinitives to express likes, dislikes, needs, wants			•	→	→	→
<b>27. Verb tenses</b>						
Verb tenses necessary to achieve outcomes and taught as phrases	•	→	→	→	→	→
Simple present, simple past (regular and irregular forms), present continuous		•	→	→	→	→
Future (including future with <i>going to</i> )			•	→	→	→
Past continuous				•	→	→
Present perfect					•	→
Past perfect, future continuous, future perfect					•	→

## Stage One Grammatical Knowledge (CLB 1 to 4)

### Listening

- Basic grammar structures to interpret listening structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and wh- questions)
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination)
- Frequently used cohesion links (such as pronoun references)
- Connective words and phrases to show contrast and phrases to show contrast, give examples, and indicate chronology (such as *but, and, or, like, for example, and then*) in listening

### Speaking

- Grammar structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc.

- Vocabulary adequate for talking about basic time references, chronological sequences, needs and wants, and personal experiences, and for describing people, objects, situations, and daily routines
- Connective words and phrases to signal contrast and indicate chronology ( such as *but, and, or, like, for example, first, then*)
- Discourse markers to convey shifts in topic meanings (such as *so, and, finally*) in speaking
- Cohesions links between sentences (pronoun references, etc.)

## Reading

- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives) to get a general understanding of texts
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination)
- Simple yes/no and wh- questions
- Cohesion links between sentences (pronoun references)
- Connective words and phrases to show additions, examples, chronological sequences or illustrations by example (such as *and, also, such as*)

## Writing

- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and wh- questions) to convey meaning effectively
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination)
- Simple yes/no and wh- questions
- Common everyday English spelling and punctuation rules and conventions for simple sentences
- Common cohesion links (such as pronoun references) to connect sentences
- Connective words and phrases within and between sentences to indicate addition (such as *also, and*) and sequence (such as *first, second, next*) in writing
- Logical sequencing to get main and subordinate ideas across in writing

## **Stage Two Grammatical Knowledge (CLB 5 – 8)**

### **Listening**

- Grammar structures and syntax to interpret listening texts such as perfect tenses, basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Cohesive devices that make it easier to understand listening texts across utterances and discourse indicators (such as conjunctive adverbs or adverbials ) signaling such meanings as contrast or illustrations by example

### **Speaking**

- Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts
- Use cohesion links across utterances and discourse indicators (such as conjunctive adverbs and adverbials) signaling such meanings as contrast or illustrations

### **Reading**

- Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Cohesion links to interpret text signaling contrasts or illustrations by example (such as conjunctive adverbs or adverbials)
- Discourse indicators and patterns signaling contrasts, cause and effect or illustrations by example (such as conditionals)

### **Writing**

- Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely
- Use cohesion links across utterances and discourse indicators signaling meanings such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials)
- Use discourse indicators and patterns to signals such meanings as chronological sequence, comparison, contrasts, cause and effect, and illustrations by example in writing