

## Sprachstrukturen in Explorers 1 bis 3

Im folgenden Überblick sind die sprachlichen Strukturen aufgelistet, welche in Explorers besonders gezielt geübt und gefestigt werden.

Die Lernenden sollten bis zum Ende der 6. Klasse so weit mit ihnen vertraut sein, dass sie diese meist spontan erfassen und häufig korrekt verwenden können.

Vollständige Korrektheit wird auf dieser Stufe noch nicht gefordert.

Den Lernenden begegnen die Sprachstrukturen an verschiedenen Stellen in Explorers. Nach einer ersten Einführung werden die Strukturen immer wieder in neuen Kontexten verwendet, entsprechend dem Prinzip der zyklischen Progression.

Der Überblick folgt dem Aufbau der *Language reference* im *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>	Countries	<i>Switzerland plus five to ten other countries</i>
<b>Verbs</b>	<b>Be</b>	
	Present tense	<i>there's (there is)/there are</i>
	Past	<i>was/were</i>
	Be as an auxiliary for present continuous	<i>Lea is doing her homework.</i>
	Future	<i>I'm going to watch my favourite TV programme after dinner.</i>
	<b>Have</b>	
	Present tense	
	– Special uses	<i>have a shower, have a meal</i>
	– <i>have to</i>	<i>have to clean my room</i>
	Past	<i>had</i>
Future	<i>will have/'ll have</i>	
<b>Do</b>	Present tense	
	– Special awareness point: <i>do</i> – not <i>make</i>	<i>do, not make for tasks: do an experiment</i>
	Do as an auxiliary	
	– Negatives and questions with <i>do</i>	<i>I don't know the answer. Do you go to school on Saturday?</i>
	– Past	<i>did</i>
	Future	<i>will do/'ll do</i>

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

<b>Questions</b>	<b>Yes/No questions</b> with <i>be, do</i> and <i>can</i>	<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>	Types of adverbs (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.)	
	Prepositions of place and movement	<i>under/above/below/near/next to/between/in</i>
	Prepositions of time	<i>before/after/at/on/in/until/for/in</i>
	Other important prepositions	<i>about/by/without/from</i>
<b>Conjunctions and other linking words</b>	Addition	<i>and/too</i>
	Alternatives	<i>or</i>
	Contrast and concession	<i>but</i>
	Reason, purpose, result	<i>because/to/so</i>
	Condition	<i>if + present simple or will</i>
	Time	<i>when/before/after/first/next/then/after that/finally</i>
<b>Alphabet</b>	Spelling out the letters of the alphabet in English	