

**Summary Table of Grammar Learning in February for Each Level**

Grade	Grammar in use
Primary 1	<p>Use <b>my, your, our, their, his, her</b> and <b>its</b> to show who owns something, e.g. This is Amy. <b>Her</b> dress is pink.</p> <p>Use <b>and</b> to link similar ideas, e.g. It is blue <b>and</b> white.</p> <p>Use <b>a</b> and <b>an</b> to talk about one thing, e.g. Is this <b>a</b> peach? Is this <b>an</b> apple?</p> <p>Use the plural form of nouns to talk about more than one thing, e.g. Are those <b>oranges</b>?</p> <p>Use <b>what colour</b> to ask about colours, e.g. <b>What colour</b> is this T-shirt?</p> <p>Use <b>it this/that...?</b> and <b>are these/those...?</b> to ask for information, e.g. <b>Is this</b> a peach? <b>Are these</b> mangoes?</p> <p>Use <b>what</b> to ask for information, e.g. <b>What</b> is it?</p> <p>Use <b>how many</b> to ask about the amount of something, e.g. <b>How many</b> bananas are there?</p> <p>Use <b>have</b> and <b>has</b> to talk about things people own, e.g. I <b>have</b> a doll. He <b>has</b> a ball.</p>
Primary 2	<p>Use <b>what</b> to ask about weather, e.g. <b>What</b> is the weather like?</p> <p>Use <b>it is</b> to talk about weather, e.g. <b>It is</b> hot.</p> <p>Use <b>and</b> to join two words, e.g. It is hot <b>and</b> dry.</p> <p>Use <b>my, your, our, their, his, her</b> and <b>its</b> to show what people own, e.g. <b>My</b> gloves are big.</p> <p>Use <b>in</b> to talk about seasons, e.g. I go to the beach <b>in</b> summer.</p> <p>Use <b>do</b> and <b>does</b> to ask and answer questions, e.g. <b>Do</b> you go to the park in spring? Yes, I <b>do</b>. or No, I <b>don't</b>. <b>Does</b> he/she help at home? Yes, he/she <b>does</b>. No, he/she <b>doesn't</b>.</p> <p>Use the <b>simple present tense</b> to describe habitual actions, e.g. I <b>sweep</b> the floor. He/She <b>folds</b> the clothes.</p>

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Primary 3	<p>Use the <b>simple past tense</b> to talk about past states, activities or events, e.g. Two years ago, I <b>was</b> thin. e.g. My parents <b>were</b> excited. e.g. Mary <b>washed</b> the clothes this afternoon.</p> <p>Use <b>words and phrases</b> to express time in the past, e.g. It was our school's Sports Day <b>this morning</b>.</p> <p>Use <b>did</b> to ask and answer questions, e.g. <b>Did</b> you walk all day today? Yes, I <b>did</b>./No, I <b>didn't</b>. e.g. What <b>did</b> Amy do yesterday? She <b>washed</b> her clothes yesterday.</p> <p>Use <b>object pronouns</b> to talk about people and things, e.g. The princess met an ugly monster. The monster caught <b>her</b>.</p>
Primary 4	<p>Use the <b>simple future tense</b> to talk about future events, e.g. <b>Will</b> you <b>be</b> free next Sunday? Yes, I <b>will be</b> free next Sunday. e.g. Where <b>will</b> you go tomorrow morning? I will go to the park.</p> <p>Use <b>enough, too many, too much, a lot of, plenty of, a few, a little, more, fewer</b> and <b>less</b> to show quantities, e.g. You should eat <b>more</b> fruit. e.g. You should eat <b>fewer</b> snacks.</p>
Primary 5	<p>Use <b>too</b> to express degree, e.g. The street was <b>too</b> crowded.</p> <p>Use <b>anyone, everyone, someone</b> and <b>no one</b> to talk about people, e.g. Is there <b>anyone</b> fun?</p> <p>Use <b>anything, everything, something</b> and <b>nothing</b> to talk about things, e.g. <b>Everything</b> is fun.</p> <p>Use <b>in</b> and <b>with</b> to describe people, e.g. Do you know the person <b>in</b> a striped T-shirt?</p> <p>Use <b>whose</b> to ask about the owner of something, e.g. <b>Whose</b> dress is this?</p> <p>Use <b>mine, yours, ours, theirs, his, hers</b> and <b>its</b> to show possession, e.g. It is <b>mine</b>.</p> <p>Use <b>connectives (first/next/after that/then/finally)</b> to show the sequence for making things</p> <p>Use <b>connectives (until/before/after)</b> to express time</p>

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Primary 6	<p>Use <b>phrasal verbs</b> to indicate actions, e.g. We should <b>turn off</b> the light.</p> <p>Use <b>unless</b> to express condition, e.g. They will continue to waste electricity <b>unless</b> they turn the air conditioners down.</p> <p>Use the <b>passive voice</b> to talk about any activity when we do not know or do not need to know who does it, e.g. A tiger <b>is killed</b>.</p> <p>Use <b>since</b> to give reasons, e.g. <b>Since</b> the Earth is getting warmer, sea ice is melting rapidly.</p> <p>Use <b>therefore</b> to show results, e.g. The Earth is getting warmer. <b>Therefore</b>, sea ice is melting rapidly.</p> <p>Use <b>how heavy/how long/how tall/how high/how deep</b> to ask and answer questions about weights, lengths, heights and depths</p> <p>Use <b>as ... as</b> to make comparisons, e.g. You're as tall as your father.</p>