

## ESOL Learning Centers

### Index: Supplemental Grammar Packet - Level 3

This grammar packet was designed to supplement the ESOLC curriculum and All-Star textbook series. It is an optional resource for teachers to use. Although the grammar topics below are presented in a suggested order, teachers can vary the order and teaching strategies as appropriate for their classes.

The table below displays a topic overview, along with All-Star references. The core pages contain topic details, while the last page presents additional grammar resources. Teachers may also want to refer to the Grammar Reference Guide on pages 148-157 of the L3 book for additional content.

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II. Pronouns			
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- I. **Nouns:** the name of a person, place or thing. (Examples: Joe, England, chair)
- a. **Singular nouns:** one object
  - b. **Plural nouns:** indicating more than one
  - c. **Count nouns:** things that are separate (you can count them). They have singular and plural forms. (Example: apple, apples)
  - d. **Non-count nouns:** objects you cannot count because they are seen as one thing. They always take a singular verb.
    - Common non-count nouns: bread, coffee, sugar, rice, water, yogurt, fruit, milk, salt, meat, money, hair, time, paper, fun, snow, music...
    - Count nouns: slices of bread, cups of coffee, pieces of paper, and types of meat.
  - e. **Articles:** when speaking about singular count nouns A vs. An can be introduced
    - A- article used when referring to singular count nouns beginning with a consonant.
    - An-article used when referring to a singular count noun beginning with a vowel.
    - The- article used when referring to plural nouns and definite subjects.

II. **Pronouns:** word used in place of a noun (Example: Ted is 65. He is retired.)

- a. **Subject pronouns:** I, you, he, she, it, we, they. –
  - Effective strategy for level 3:
    - Repetition- Demonstrate with a student. (Example: Bob is a student. **He** is a student.)
    - Point to a student and prompt class to assign correct subject pronoun.

III. **Adjectives:**

- a. **Possessive:** an adjective expressing possession or ownership (Example: My book).
  - Effective strategy for teaching to level 3:
    - Demonstrate with objects. My book, your book, his book, her book.
    - grammar chart with subject pronouns:

Subject Pronoun	Noun or Pronoun + complement	Possessive adjective +noun +complement
I	I have a book.	My book.
You	You have a book	Your book.
We	We have books.	Our books.

He	He has a book.	His book.
She	She has a book.	Her book.
It	It has books.	Its books.
They	They have books.	Their books.

- b. **Comparative** Adjectives: word used to clarify the difference between two object/nouns. She is tall. He is taller. He is taller than her.
- Effective strategy for teaching to level 3: do not focus on rules and spelling in the comparative form, instead focus on pronunciation and correct use of comparative forms. Ensure that students understand that comparative adjectives indicate more or less.
    - Demonstration: have two students of different heights or hair lengths stand in front of class. (Jose is taller than Maria) (Jose's hair is shorter than Maria's).
    - Activity: students can compare pictures (clips from magazines)
- c. **Superlative** Adjectives: a form of an adjective that expresses the highest quality or degree of something. (Example: He is the tallest student.)
- Effective strategy for teaching to level 3: Grammar chart

	Simple	Comparative	Superlative	Rule
Short Adjectives	small slow	smaller slower	smallest slowest	Add –er or –est to the end of the adjective.
Long Adjectives	beautiful	more beautiful	most beautiful	Add more or most before the adjective
Irregular Adjectives	good bad	better worse	best worst	These adj. are irregular

Rules:

	Simple	Comparative	Superlative	
Adjectives that end in –e	large	add –r	add –st	larger-- largest
Adjectives that end in –y	pretty	change the <b>y</b> to <b>i</b> and add –er	change the <b>y</b> to <b>i</b> and add –est	prettier--prettiest
Adjectives that end in consonant-vowel-consonant	big	double the final consonant and add –er	double the final consonant and add –est	bigger—biggest

#### IV. Past and future time clauses with When

V. **Verbs**: word describing an action or state. Verb tenses:

- a. **Simple Present** tense: verb tense representing the current time, not past or future

➤ Effective strategy for level 2:

- Teach in correlation with subject pronouns; I have a book. He has a book. Point to a student with a book and prompt class to say "He/She has a book"
- Grammar chants: begin each class with chants "I have, you have, he has, she has, it has, they have, we have."
- Grammar Charts

Subject	Verb
I	Am
You, We, They	Are
He, She, It	Is

Make charts for commonly used verbs: have, live, go work

b. **Yes/No Questions with Simple Present:** use Do and does to ask simple present tense questions.

➤ Effective strategy for level 3:

- Grammar Charts

Do verb	Subject	Main verb
Do	I, You, We, They	Work?
Does	He, She, It	Live ?

Yes	Subject	Do verb
Yes,	I, You, We, They	Do
Yes,	He, She, It	Does
No	Subject	Do verb + not
No,	I, You, We, They	Don't
No,	He, She, It	Doesn't

c. **Present Continuous:** I am studying English now.

Present Continuous/Present Progressive: to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

➤ Effective Strategy for teaching to level 3:

- Showing students actions: running, reading, standing, talking.
- Grammar Chart

Subject	Be	Verb + ing
I	Am	Walking
He, She, It	Is	Living
You, We, They	are	Working

➤ Negative form: I am not working. Review contractions (I'm not working).

- d. **Present Perfect:** I have studied English in many countries.  
Describes situations that started in the past and continue into the present. Uses the form have + a past participle
- e. **Present Perfect Continuous:** I have been studying English for 2 years.  
If the action is happening at this very minute, it is better to use the present perfect continuous, not the present perfect. "I have been waiting for you since noon". Not "I have waited for you since noon." Do not use the continuous form with non-action verbs such as: like, love, have, want, know, own, hear, see, seem, and understand.
- Effective Strategy for teaching to level 3:
    - grammar chart

Subject	Have/Has	Been	Present Participle	
I	have	been	working	here for 6 months
She	has	been	receiving	benefits since May
You	have	been	doing	a good job.

- f. **Simple Past Tense:** a verb form used to express an action or state in the past (Example: You worked yesterday).
- Effective strategy for teaching to level 3:
    - Emphasizing: "today I am in class" "Yesterday I was at home"
    - Begin with Simple Past tense of "be"

Subject	Be	Complement
I, He, She, It,	Was	a painter
We, You, they	were	cashiers.

- Give students irregular verb forms used frequently.
- g. **Yes/No Questions with Simple Past:** use **did** to ask simple past tense questions
- Effective strategy for teaching to level 2:
    - Ask student questions about their lives: Did you work yesterday?  
Did you go to school last year?
    - Grammar Chart

Did/Didn't	Subject	Present tense verb	Answer
Did	I, You, He, She, It, We, They	work	Yes, I did.
Didn't	I, You, He, She, It, We, They	work	No, I didn't.

- h. Past continuous:** Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.
- form: was/were + present participle
  - (Example: I was reading a book at 8:00 last night.)
- i. Past perfect:** The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.
- form: had + past participle
  - Example: I had studied English last year.
- j. Simple Future:** I will help you learn English. I am going to help you learn English.
- a verb form used to express an action, state of being, or condition that will occur in the future (I will see it soon).
  - Effective Strategy for teaching to level 3: with "going to"
    - Grammar Charts

Affirmative	Contraction	Going to + base form of verb
I am	I'm	going to watch TV later.
He is She is It is	He's She's It's	going to study with me going to the library going to be difficult
You are We are They are	You're We're They're	going to finish the test going to get a degree going to practice English later.

- k. Future perfect:** I will have studied English for 2 years when I graduate. I am going to have studied English for 2 years when I graduate.

VI. **Adverb:** a word that modifies a verb, adjective, or another adverb.

a. **Adverbs of manner:** example: She eats quickly.

- Rules:
  - you can form most adverbs by adding -ly to the end of an adjective.
  - adverbs of manner usually follow the verb
  - you can very before an adverb of manner.
  - some adjectives and adverbs have the same form: fast, late, hard.

b. **Adverbs of frequency:** usually, sometimes, always, rarely, never.

- Effective strategy for teaching level 3: percentage chart

100%	Always
	Usually
	Frequently
	Often
50%	Sometimes
	Occasionally
	Rarely
	Seldom
0%	Never

## VII. Conjunctions

VIII. **Prepositions:** Prepositions of location: prepositions indicate relationships between objects. (on, over, above, next to, across from, behind, in front of, under.)

- Effective strategy for teaching level to level 3:
  - Demonstrate with a ball or objects. place objects around room and prompt students to say "on" or "under"
  - Demonstrate with students: have 3 students stand (next to, behind....etc.) Prompt class to say "Enrique is in front of Jenny."

IX. **Sentence structure:** declarative and interrogative sentences

- a. **Declarative sentence:** makes a statement, when you write this kind of sentence, end it with a period.
- b. **Interrogative sentence:** asks a question. When you write this kind of sentence, end it with a question mark.
- c. **Imperative sentence:** gives you a command or makes a request.
- d. **Exclamatory sentence:** expresses strong feeling. You end with an exclamation mark.
- e. **Subjects and Predicates**

- A sentence has two parts: The Subject: names someone or something. The Predicate tells what the subject is or does.
  - Example: **Kites** have long and interesting history.

X. **Infinitives:** the main form of the verb, usually used with "to"

- Example: I like to run fast.

XI. **Gerund:** an -ing form of a verb that functions as a noun.

- Example: Swimming is fun.

## Other Grammar Resources

1. McGraw Hill- **Grammar Form and Function**.
  - a. Includes textbook and workbook with reproducible pages.
2. Thomson-Heinle- **Stand Out Grammar Challenge**
  - a. Levels available: **Basic, One, Two, Three**
  - b. Reproducible worksheets, most worksheets have a quick introduction to the topic and some sort of chart and followed by two activities.
3. Heinle & Heinle Publishers- **Grammar in Action**
  - a. Classroom activities and worksheets.
4. Oxford University Press-**Oxford Practice Grammar**
  - a. Very comprehensive. Each unit consists of an explanation of the grammar topic and is followed by practice exercises.
5. Longman Publishing-**Grammar to Go 1, 2, 3**
  - a. In a workbook format. Little explanation of grammar topics but easy to understand exercises.
6. Heinle ELT- **Grammar in Context**
  - a. Provides short explanation and 2-3 exercises per grammar topic. Very comprehensive as well, covering many grammar topics.