

Grammar Planet 3

Teacher's Guide



Unit 1 Pronouns

These are my friends.

Pronouns represent nouns—that is, people, places, things, etc. But there are also special kinds of pronouns that give more information, such as who something belongs to or how far away something is.

Subject pronouns (I / we / you / he / she / it / they) take the place of a noun (person, place, thing, etc.) in a sentence. We use them after we have already talked about a noun once. Then, we don't have to say the same thing many times.

Example: James is going home early today. **He** isn't feeling well.

Possessive adjectives (my / your / her / his / its / our / their) are used like adjectives in front of nouns. They show who or what something belongs to.

Example: Linda is at the hospital. She is visiting **her** grandmother. (her = Linda's)

Note that possessive adjectives are not the same as possessive pronouns (mine / ours / yours / his / hers / theirs). These represent a possessive adjective + a noun, and so they do not appear in front of nouns. [Possessive pronouns are not covered in this unit.]

Example: This is my bike, and that is **hers**.

Demonstrative pronouns are pronouns which show both how many and how close or far something is from the speaker, as follows.

'this' = one thing, close	'these' = two or more things, close
'that' = one thing, far	'those' = two or more things, far

Example: **This** is my bike, and **that** is hers.

Look and learn.

Pronouns							
Subject	I	you	she	he	it	we	they
Possessive	my	your	her	his	its	our	their
			Holly's	Andy's	the dog's		Cam and Clara's
Demonstrative	this → 😊	these → 😊 😊	that → → 😊	those → → → 😊 😊			

Unit 2 Simple Present

They do not work.

Simple present tense is used to talk about things that are generally true and are not likely to change soon.

Example: I **live** in Canada. (I am not going to move soon.)

In simple present tense, the verb changes its form according to the subject. In the case of a third person singular subject (She / He / It), -s / -es is added to the end of the verb.

Example: I **work** at a bank, and my brother **works** at a hospital.

There are some rules for forming third-person verbs in the simple present.

- (1) Most verbs (speak) → add -s (He **speaks** quickly.)
- (2) Verbs ending in -y (cry) → change -y to -ies (She **cries** all the time.)
- (3) Verbs ending in -y with a vowel before the y (play) → add -s (He **plays** soccer on Saturdays.)
- (4) Verbs ending in -ss, -x, -sh, -ch (fix) → add -es (She **fixes** TVs.)
- (5) Irregular verbs (go, do, have) → (goes, does, has)

In yes / no questions, put *Do* and *Does* in front of the subject. Notice that the main verb doesn't change.

Example: **Do** you like it? **Does** he like it?

Answer yes / no questions with *do* / *don't* or *does* / *doesn't* depending on the subject.

Example: Yes, I **do**. No, he **doesn't**.

Look and learn.

			Simple Present	
Affirmative			Negative	
I / You / We / They work .			I / You / We / They don't work .	
She / He / It works .			She / He / It doesn't work .	
Regular	-s	speak—speaks play—plays	Yes / No Question	Answer
	-es	guess—guesses fix—fixes	Do I / you / we / they work ?	Yes, you / I / we / they do . No, you / I / we / they don't .
	-ies	carry—carries		
Irregular	have—has do—does go—goes		Does she / he / it work?	Yes, she / he / it does . No, she / he / it doesn't .

Unit 3 Simple Present: The Verb *Be*

She is a dancer.

In the present tense, *be* verb is changed to *am*, *are*, or *is* according to the subject, as follows.

I → am	Example: I am a student.
you, we, they → are	Example: You are good.
he, she, it → is	Example: They are students.

The *be* verb can be followed by a noun, an adjective, etc.

Example: She is **a student**. She is **smart**.

To make a sentence negative, put *not* after the *be* verb. Notice that we can use an apostrophe in two different ways, but not with "I am not".

I am not a dancer.	I' m not a dancer.	X I amn't a dancer.
She is not a dancer.	She' s not a dancer.	She isn't a dancer.
They are not dancers.	They' re not dancers.	They aren't dancers.

To form a yes / no question, move the *be* verb to in front of the subject.

Example: **Are** you a student? / **Is** she a student?

Answer this kind of yes / no question with yes or no, followed by the subject and *be* verb (+ not). Notice that we can use apostrophes. We cannot use apostrophes with positive answers, though.

Example: Yes, I **am**. No, I'**m not**. / Yes, she **is**. No, she **isn't**.

Look and learn.

Simple Present: The Verb *Be*

Affirmative		Negative	
I am a dancer. She / He / It is good. We / You / They are dancers.		I' m not a dancer. She / He / It isn't good. We / You / They aren't dancers.	
Question		Answer	
Am I a dancer?	Yes, you are.	No you aren't.	
Are you a dancer?	Yes, I am.	No, I'm not.	
Is she / he / it a dancer?	Yes, she / he / it is.	No, she / he / it isn't.	
Are we / you / they dancers?	Yes, you / we / they are.	No, you / we / they aren't.	

Unit 4 Present Continuous

She is cooking.

We use the present continuous tense to talk about what is happening now or around now. The form is *be + V + -ing*. Depending on the subject, the *be* verb is *am*, *are*, and *is*. The main verb always ends in *-ing*.

Example: I **am studying**. / He **is speaking**. (These things are happening right now.)

To make present continuous sentences negative, put *not* after the *be* verb. Notice that we can use apostrophes.

Example: I am **not** studying. / He **isn't** speaking.

In yes / no questions in present continuous, the *be* verb is in front of the subject. The rest of the verb (the *-ing* part) stays after the subject.

Example: **Are** you studying? / **Is** he speaking?

In information questions (Wh- questions), the wh- question word and the *be* verb are in front of the subject. The rest of the verb (the *-ing* part) stays after the subject.

Example: **What are** you studying?

Look and learn.

Present Continuous

Affirmative			Negative		
I	am	cooking.	I	am not	cooking.
She / He / It	is		She / He / It	isn't	
We / You / They	are		We / You / They	aren't	
Question			Answer		
Am	I	cooking?	Yes, you are.	No, you aren't.	
Is	she / he / it		Yes, she / he / it is.	No, she / he / it isn't.	
Are	we / you / they		Yes, you / we / they are.	No, you / we / they aren't.	
What are you cooking?			I'm cooking chicken.		

Unit 5 Future: Affirmative and Negative

Holly will not swim.

There are different ways of talking about the future in English. One way is to use *will* in front of the verb.

Example: We **will** study.

(Generally, we use *will* to talk about what we *think* is *probably* happening the future. If we know something will happen in the future, we normally use *be going to* or present continuous. This is not covered in this lesson.)

Notice that the verb does not change depending on the subject.

Example: I will **study**. / He will **study**.

To make a negative statement, put *not* between *will* and the verb. Notice that we can use an apostrophe.

Example: I will not study. / I won't study. (X I'll not study.)

Look and learn.

Future: Affirmative and Negative					
Affirmative			Negative		
I / You			I / You		
She / He / It	will	swim.	She / He / It	will not	swim.
We / They			We / They	(won't)	

Unit 6 Future: Yes / No Questions

Will you come?

In yes / no questions in future tense, *will* comes in front of the subject.

Example: **Will** we buy a cake?

Notice that *will* does not change depending on the subject. Neither does the main verb.

Example: **Will** he buy a cake?

Answer this kind of question with *yes* or *no* followed by *will* or *will not* / *won't*. Be careful with apostrophes.

Example: Yes, he will. (X Yes, he'll.) / No, he will not. / No, he won't.

Look and learn.

Future: Yes / No Questions

Question			Answer				
Will	I	go outside?	Yes,	you	will.	you	won't.
	you			I		I	
	she			she		she	
	he			he		he	
	it			it		it	
	we			we		we	
	they			they		they	

Unit 7 Simple Past: The Verb *Be*

They were new.

We use simple past to talk about things that happened before, in a period that is now over. In this lesson, we will focus on using *be* verb in simple past tense.

In simple past, *be* verb takes two forms, *was* or *were*, depending on the subject, as follows.

I, he, she, it → *was*

Example: He **was** late.

you, we, they → *were*

Example: They **were** early.

To make these kinds of simple past sentences negative, put *not* after *was* or *were*. Notice we can use apostrophes.

Example: He **was not** late. / He **wasn't** late. (X He's not late.)

Example: They **were not** late. / They **weren't** late. (X They're not late.)

Answer simple past yes / no questions with *be* verb with *yes* or *no*, and *was* / *wasn't* or *were* / *weren't*, depending on the subject.

Example: Was he strong? / Yes, he was. No, he wasn't.

Were they strong? / Yes, they were. / No, they weren't.

Look and learn.

Simple Past: The Verb <i>Be</i>			
Affirmative	Negative	Yes / No Question	
I / She / He / It was new.	I / She / He / It wasn't new.	Was it new?	Yes, it was.
You / We / They were new.	You / We / They weren't new.	Were they new?	No, they weren't.
There was a shark. There were sharks.	There wasn't a shark. There weren't sharks.	Was there a shark? Were there sharks?	No, there wasn't. Yes, there were.

Unit 8 Simple Past: Regular Verbs

We played music.

We make simple past sentences with many verbs by adding *-ed* to the end of the verb. Simple past tense is often used with past time expressions (ex., yesterday, last night, three weeks ago).

Example: We **colored** pictures yesterday.

But there are other ways of making simple past tense verbs, depending on the spelling of the verb.

- (1) verbs ending in *-y* (carry) → replace *y* with *-ied* (Example: He **carried** the boxes.)
- (2) verbs ending in *-y* with a vowel before the *y* (play) → just add *-ed* (Example: We **played** soccer.)
- (3) verbs ending in *-e* (dance) → just add *-d* (Example: We **danced** for a long time.)

Notice that there are many irregular verbs that do not follow these rules. (These are not covered in this lesson.)

Example: We **swam** in the lake. / She **ran** all the way home.

To make a negative sentence in past tense, put *did not* between the subject and the verb. Notice that in negative sentences, the verb is in base form. We can use apostrophes.

Example: We **did not color** pictures. / We **didn't color** pictures. (X We'd not color pictures.)

Look and learn.

Simple Past: Regular Verbs			
Affirmative		Negative	
I / You / She / He / It / We / They	played music.	I / You / She / He / It / We / They	didn't play music.
-ed	play— played	walk— walked	help— helped
-d	dance— danced	live— lived	change— changed
-ied	study— studied	carry— carried	try— tried

Unit 9 Simple Past: Irregular Verbs

I went home.

There are some verbs that do not form the simple past tense by changing their form to end in *-ed*, *-d*, or *-ied* but change into a somewhat different form—these are the irregular verbs.

Example: **X** I goed home. → I **went** home.

Unfortunately, there are no easy patterns to the forms irregular verbs take in the simple past. These must be memorized. (See the chart below.)

Forming negative sentences in the simple past with irregular verbs is the same as for regular verbs; just put *did not* (*didn't*) between the subject and the base form of the main verb. Notice that the main verb does not change its form.

Example: I went home. → I **didn't go** home.

She forgot my birthday. → She **didn't forget** my birthday.

Look and learn.

Simple Past: Irregular Verbs			
Affirmative		Negative	
I / You / She / He / It / We / They	went home.	I / You / She / He / It / We / They	didn't go home.

Irregular Verbs			
do—did	draw—drew	drink—drank	eat—ate
forget—forgot	give—gave	go—went	have—had
hear—heard	make—made	read—read	run—ran
sleep—slept	see—saw	take—took	tell—told

Unit 10 Simple Past: Questions

Did you cook?

Yes/no questions in the past tense have the form **Did + subject + base form of main verb**. Notice that the main verb does not end in *-d*, *-ed*, or *-ied*.

Example: Did you cook? Did they eat?

Answer such questions with *yes* or *no* followed by **subject + did / didn't**.

Example: Yes, I did. No, they didn't.

Information questions (wh- questions) in the past tense have the form **Wh- + did + subject + base form of main verb**. Answer them with a statement in simple past tense. (See Units 8 & 9.)

Example: Q: What did you do?

A: I studied English.

Look and learn.

Simple Past: Questions								
Question			Answer					
Did	I	cook?	Yes,	you	did.	No,	you	did not. (didn't).
	you			I			she	
	she			he			she	
	he			he			he	
	we			we			we	
	they			they			they	
What did he cook?			He cooked noodles.					

Unit 11 Adjectives

She is a cute cat.

Adjectives give more information to describe nouns. They answer the question “What kind?”

Example: man → **strong / tall / handsome / short / old**

Adjectives can occur in front of the nouns they describe. The singular form is **a + adjective + noun**, and the plural form is **adjective + plural noun**.

Example: He is **a strong man**.

They are **cute cats**.

Adjectives can also occur behind linking verbs (ex., *be, become, look, seem, smell, taste*, etc.). This lesson focuses on the linking verb *be*.

Example: The man **is strong**.

The cats **are cute**.

A list of common adjectives paired as antonyms follows.

Look and learn.

Adjectives

Adjective + Noun	Be + Adjective
She is a cute cat.	The cat is cute.

Common Adjectives			
black—white	hot—cold	clean—dirty	bad—good
big—small	long—short	fast—slow	old—new
old—young	cheap—expensive	happy—sad	hungry—full
easy—difficult	safe—dangerous	boring—interesting / fun	thick—thin

Unit 12 Adverbs

He walks slowly.

Adverbs are words that modify an adjective, verb, or other adverb, and they usually go after the verb.

Adverbs often end in *'-ly'* when they modify adjectives. However, if their adjective counterpart ends with *'y'*, the *'y'* is changed into an *'i'* and we add *'-ly'* to the ending. There are also irregular adverbs that look completely different than their adjective form, such as *well*. Other irregular adverbs look exactly the same as their adjective form such as *fast*.

Look and learn.

Adverbs

Verb + Adverb	
I study hard .	Kim speaks to him nicely .
You play the piano well .	Cam sings happily .

		Adjectives	Adverbs
Regular	-ly	slow soft nice quiet loud sad dangerous	slowly softly nicely quietly loudly sadly dangerously
	-ily	happy easy	happily easily
Irregular		good fast late hard	well fast late hard

I study **hard**.

You play the piano **well**.

Kim speaks to him **nicely**.

Cam sings **happily**.

Unit 13 Comparatives

It is better than that.

Comparatives are used to compare two things. We can compare with adjectives (ex., *larger*), adverbs (ex., *more beautifully*), and nouns (ex., *more toys*). This unit focuses on comparative adjectives. The form is **subject + verb + adjective comparison + than + comparison object**.

Example: This one is larger than that one.

Generally, there are two forms of comparative adjectives. Short adjectives (those with only one or two syllables) form comparatives by adding *-er*. If they end in a *y*, we remove the *y* and add *-ier*.

Example: small → smaller, pretty → prettier

Longer adjectives (those that have three or more syllables) form comparatives by adding *more* in front. Notice that these comparative adjectives do not end in *er*.

Example: expensive → **more** expensive, **X** more expensiver

There are some other short adjectives that form comparatives with *more*. These are adjectives that end in *-ful*, *-less*, *-ive*, or *-ous*¹.

Example: awful → **more** awful, **X** awfuller

There are a few adjectives (especially *good* and *bad*) that form comparatives with irregular forms.

Example: good → **better**, bad → **worse**

Look and learn.

		Comparatives	
		Adjectives	Comparatives
Regular	-er	small tall	smaller taller
	-ier	happy pretty	happier prettier
	more ~	expensive beautiful	more expensive more beautiful
Irregular		good bad	better worse

Unit 14 Superlatives

It is the tallest animal.

We use superlative adjectives to show which is the greatest among three or more things.

Example: John is tall. Paul is taller. Richard is **the tallest**. (He is taller than both John and Paul.)

Superlatives are formed in two ways, just like comparative adjectives. (See Unit 13.) Short adjectives (those with only one or two syllables) form superlatives by adding *the -est*. If they end in a *y*, we remove the *y* and add *the -iest*.

Example: small → the **smallest**, pretty → the **prettiest**

Longer adjectives (those that have three or more syllables) form superlatives by adding *the most* in front. Notice that these comparative adjectives do not end in *est*.

Example: expensive → **the most** expensive, **X** the most expensivest

There are some other short adjectives that form superlatives with *the most*. These are adjectives that end in *-ful*, *-less*, *-ive*, or *-ous*'.

Example: awful → **the most** awful, **X** the awfulest

There are a few adjectives (especially *good* and *bad*) that form superlatives with irregular forms.

Example: good → **the best**, bad → **the worst**

Look and learn.

		Adjectives	Comparatives	Superlatives
Regular	-est	small tall	smaller taller	smallest tallest
	-iest	happy pretty	happier prettier	happiest prettiest
	most ~	dangerous difficult	more dangerous more difficult	most dangerous most difficult
Irregular		good bad	better worse	best worst

Unit 15 Information Questions and Prepositions of Time

What day is it?

Questions asking about time almost always start with *When* or *What day/time/etc.*

Example: **When** is the meeting? / **What time** is the movie?

To answer these kinds of questions or make statements about time, use the time preposition *at*, *in*, or *on*.

The preposition *at* is used with specific times of day (or with words like *noon*, *midnight*, etc.).

Example: The meeting is **at** 5 o'clock. The movie is **at** 3:35 PM.

The preposition *on* is used with days of the week or dates (or with the names of holidays like *Thanksgiving*, etc.).

Example: The meeting is **on** Tuesday. The party is **on** July 2nd.

The preposition *in* is used with years (ex., 1971), months (ex., March), seasons (ex., summer), or periods of the day (ex., the morning, the afternoon, the evening). (But we say, "at night".)

Example: I was born **in** 1985.

Look and learn.

Information Questions and Prepositions of Time

Asking about	Question	Answer
General Time	When is your birthday?	It is on July 20 th .
Specific time	What time is it?	It is 7 o'clock.
The day	What day is it?	It is Saturday.
When is Holly's birthday party?		It is in July. It is on Friday. It is at 3 o'clock.

Unit 16 Modal Verbs

May I sit?

Modal verbs occur in front of the main verb and change the meaning in different ways.

The modal *can* expresses **ability**—it shows that the subject is able to do the action described. We can make a negative sentence with *can* to show that the subject is not able to do the action. To do this, we put *not* between *can* and the main verb. The two words are often combined. Notice that we can use apostrophes.

Example: I **can** swim. (I took swimming lessons for many years.)

My sister can not (cannot) swim. → My sister can't swim.

The modals *can* and *may* express **permission**—they show that someone is letting the subject do something. Notice we don't use apostrophes with *may*.

Example: You can have another piece of cake. But she can't.

You may not go to the park. → **X** You mayn't go to the park.

The modal *should* is used for **giving advice**. It means that the action is a good idea or is recommended.

Example: He should go to bed early. / You shouldn't eat too much cake.

To make yes/no questions with modals, put the modal in front of the subject. Answer them with *yes* or *no* and **modal (+ not)**. Notice that we can use apostrophes.

Example: Q: Can I borrow your pen?

A: Yes, you can.

Q: Should he do it again?

A: No, he shouldn't.

Look and learn.

Modal Verbs		
can	can / may	should
ability	permission	advice
I can speak English. He can speak English.	You can / may sit. He can / may sit.	You should wear a coat. He should wear a hat.
She can't speak English.	She can't / may not sit.	She shouldn't wear a coat.
Can you speak English?	Can / May I sit?	Should I wear a coat?