

Grammar Planet 2

Teacher's Guide



Unit 1 Article and Nouns

He is the king.

A noun is a person, place, thing, or idea.

Example: man, home, pencil, love

Often, we put an article in front of a noun. There are two kinds of articles.

Example: **a** man / **the** man

Sometimes we want to talk about a noun as 'any X' or 'some X', not 'that one X'. Then, we use *a* or *an* in front of the noun. This means 'any one thing'. We use *an* for nouns that start with a vowel (an *a, e, i, o,* or *u*) and an *a* for all other nouns.



Example: Sally picked **a** flower. / Sally picked **an** orange. (It can be *any* flower or orange.)

Sometimes, though, we want to talk about a noun as 'that one X', not just 'any X'. Then, we use *the* in front of the noun. This means 'the only one X' or 'one specific X'.

Example: the sky (there is only one sky) / the small dog (not other dogs)

Look and learn.

Articles and Nouns

Article		Article + Noun				
a	Any one thing	a flower	a bird	a camera		
an		an igloo	an orange	an umbrella		
the	Only one thing	the sun	the sky	the moon	the sea	the king
	A specific thing	 the <i>blue</i> book	 the <i>small</i> dog			

Unit 2 Singular and Plural Nouns

They are children.

Remember that a noun is a person, place, thing, or idea. (See Unit 1.)

Example: man, Toronto, pencil, love

Generally, nouns can be singular or plural. *Singular* means that there is one, and *plural* means that there are two or more.

For most nouns, the plural form is made by adding -s to the end of the noun.

Example: one pencil → two pencils / one book → two books

For nouns that end in -s, -x, -sh, or -ch, -es is added after the noun to make the plural form.

Example: bus → two buses / fox → two foxes / peach → two peaches

For nouns that end in a consonant + y, replace the y with i and add -es,

Example: baby → babies / lady → ladies

For most nouns that end with an f, replace the f with a v and add -es.

Example: leaf → leaves / calf → calves

There are also some nouns with irregular plural forms that do not end with -s or -es.

Example: mouse → mice / man → men / foot → feet

Look and learn.

Singular and Plural Nouns

		Singular Noun	Plural Noun
Regular Nouns	+ -s	a cloud a banana	two clouds four bananas
	+ -es	a bus	three buses
	+ -ies	a baby → -ies	two babies
	+ -ves	a leaf → -ves	four leaves
Irregular Nouns		a foot a child a man a woman a mouse	two feet four children three men six women five mice

Unit 3 Count and Noncount Nouns

I want some bread.

Remember that a noun is a person, place, thing, or idea. (See Unit 2.)

Example: man, Toronto, pencil, love

There are two kinds of nouns: count and noncount.

Count nouns are things that we can count (*one, two, three*). Count nouns have a clear shape with a boundary; a *pencil* has a clear shape, but *air* does not. So, *air* is a noncount noun.

All the things a count noun names are of one type and are basically the same; *pencils* are all mostly the same, but there are many kinds of *furniture*. So, *furniture* is a noncount noun.

Count nouns take articles if they are singular. If they are plural, they usually end in -s. Remember that some nouns have irregular plural forms (ex., children, feet).

Example: I have **a** hat. / I have two hats.

Noncount nouns do not take articles and do not have plural forms. It doesn't matter if there is a little or a lot, noncount nouns are always singular. Sometimes, we use *some* in front of noncount nouns. Here, *some* means "a little".

Example: I have rice. / I have **some** rice.

Look and learn.

Count Noun		Count and Noncount Nouns		
Singular	Plural	Noncount Noun		
		No Article	No Plural	
an apple	three apples	a / an some	water	waters
a hat	two hats		rice	rices
a child	two children		bread	breads
a foot	two feet		milk	milks
a skirt	two skirts		ice cream	ice creams
a bicycle	two bicycles		money	moneies

Unit 4 *There + The Verb Be*

There are kangaroos.

We use *There is/are* to say that something is in a certain place or simply that it exists.

Example: There is someone in the room. / There are many problems.

The *be* verb can be *is* if we are talking about a singular or noncount noun. When we are talking about a plural noun, the *be* verb has the form *are*.

Example: There **is** a kangaroo. / There **is** water. / There **are** kangaroos.

We often use prepositions (like *in, on, at, etc.*) with *there is/are* to say where something is.

Example: There is a ball **on** the table.

Look and learn.

<i>There + The Verb Be</i>	
<i>There is + Singular / Noncount Noun</i>	<i>There are + Plural Noun</i>
There is a kangaroo .	There are kangaroos .
There is an orange .	There are trees .
There is water .	There are two boxes .
There is some cheese .	There are many boys .

Unit 5 The Verb *Be*: Affirmative and Negative

She's not a singer.

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 apostrophes.

Example: I am **not** a dancer. → **I'm not** a dancer. / **X** I amn't a dancer.

She is **not** a dancer. → **She isn't** a dancer.

They are **not** dancers. → **They aren't** dancers.

Look and learn.

The Verb *Be*: Affirmative and Negative

	Affirmative			Negative		
Singular	I am (I'm)	You are (You're)	She / He / It is (She's / He's / It's)	I am not (I'm not)	You are not (You aren't)	She / He / It is not (She / He / It isn't)
Plural	We are (We're)	You are (You're)	They are (They're)	We are not (We aren't)	You are not (You aren't)	They are not (They aren't)

Unit 6 The Verb *Be*: Yes / No Questions

Are you a teacher?

To form a simple present yes / no question with *be* verb, 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**. / **X** Yes, I'm. / No, I'm **not**. / **X** No, I amn't.

Yes, **you are**. / **X** Yes, you're. / No, you **aren't**.

Yes, she **is**. / **X** Yes, she's. / No, she **isn't**.

Look and learn.

The Verb *Be*: Yes / No Questions

	Question			Answer	
Singular	Am	I		Yes, you are.	No, you aren't.
	Are	you	late?	Yes, I am.	No, I'm not.
	Is	she / he / it		Yes, she / he / it is.	No, she / he / it isn't.
Plural	Are	we / you / they	late?	Yes, we / you / they are.	No, you / we / they aren't.

Unit 7 Simple Present: Affirmative

He gets up at seven every day.

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)

Look and learn.

Simple Present: Affirmative

I / You / We / They		get up at seven every day.					
She / He / It		gets up at seven every day.					
Most verbs						Other verbs	
-s		-es		-ies			
read	reads	watch	watches	cry	cries	have	has
eat	eats	wash	washes	study	studies	do	does
ride	rides	fix	fixes	fly	flies	go	goes
		guess	guesses				

Unit 8 Simple Present: Negative

She *doesn't* have a hat.

Remember that simple present is used to talk about things that are generally true and will not change soon. (See Unit 7.) For most verbs, we add -s if the subject is he / she / it. (Remember, too, that there are some irregular verbs.)

Example: I get up early. / She gets up early.

In the present tense, negative statements have the form **subject + do + not + verb**. We always use base verbs. Notice that we can use apostrophes.

Example: We **do not** get up early. / We **don't** get up early.

If the subject is he / she / it, use *does*. For all other subjects, use *do*.

Example: She **does** not have a car. / We **do** not have a car.

Look and learn.

Simple Present: Negative			
Affirmative		Negative	
I / You / We / They	get up early.	I / You / We / They	don't get up early.
	have pets.		don't have pets.
She / He / It	gets up early.	She / He / It	doesn't get up early.
	has a car.		doesn't have a car.

Unit 9 Simple Present: Yes / No Questions

Do you have a cat?

Remember we use simple present to talk about things that are generally or always true.

This unit focuses on forming yes / no questions in simple present. Only affirmative questions are covered.

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

Example: **Does** he like it?

If the subject is *he*, *she*, or *it* use *Does*. For all other subjects use *Do*.

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

Answer these kinds of questions with *yes* or *no*, followed by the subject and *do (not)* or *does (not)*. Notice that we can use apostrophes.

Example: Do you like it? → Yes, I do. / No, I do not. (No, I don't.)

Does he like it? → Yes, he does. / No, he does not. (No, he doesn't.)

Look and learn.

Simple Present: Yes / No Questions

Question		Answer					
Do	you	Yes,	I	do.	No,	I	don't.
	I		you			you	
	we		we			we	
	they		they			they	
Does	she	Yes,	she	does.	No,	she	doesn't.
	he		he			he	
	it		it			it	

Unit 10 Present Continuous: Affirmative

He's dancing.

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

For most verbs, we just add *-ing* to the end of the verb to make the present progressive form.

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

However, if the verb ends with consonant-vowel-consonant (ex., *sit*), we double the consonant before adding *-ing*.

Example: sit → She is **sitting** on the bench.

run → We're **running**.

If the verb ends in a consonant followed by an *-e* (ex., *dance*), we replace the *-e* with *-ing*.

Example: dance → He is **dancing**.

Look and learn.

Present Continuous: Affirmative

I	am	dancing now.
You	are	
She / He / It	is	
We / You / They	are	

Verb- <i>ing</i>	Most Verbs		Vowel + Consonant		Consonant + -e	
	eat	eating	sit	sitting	dance	dancing
stand	standing	run	running	ride	riding	
read	reading	put	putting	smile	smiling	

Unit 11 Present Continuous: Negative

We're not moving.

Remember that present continuous is about things that are happening right now or around now. (See Unit 10.)

Example: He's reading a book.

Present continuous has the form **subject + be verb + V-ing**. The *be*-verb is *am*, *are*, or *is* depending on the subject.

Example: I **am** reading. / You **are** reading. / He **is** reading.

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

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

Look and learn.

Present Continuous: Negative

I	am not (I'm not)	moving now.
You	are not (aren't)	
She / He / It	is not (isn't)	
We / You / They	are not (aren't)	

Unit 12 Present Continuous: Yes / No Questions

Are you dancing?

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?

Answer this kind of question with *yes* or *no* followed by subject + *be* verb (+ not). Notice that we can use apostrophes with negative answers.

Example: Yes, I am. / **X** Yes, I'm. / No, I am not. / No, I'm not. / **X** No, I amn't.

Yes, you are. / **X** Yes, you're. / No, you are not. / No, you aren't.

Yes, he is. / **X** Yes, he's. / No, he is not. / No, he isn't.

Look and learn.

Present Continuous: Yes / No Questions

Question		Answer	
Am	I	Yes, you are .	No, you aren't .
Are	you	Yes, I am .	No, I'm not .
Are	we / they	Yes, you / they are .	No, you / they aren't .
Is	she / he / it	Yes, she / he / it is .	No, she / he / it isn't .

Unit 13 Adjectives

They are slow.

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**.

We can make this kind of sentence negative by putting *not* after the *be* verb. Notice how we can use apostrophes.

Example: The bikes **are not** slow. / The bikes **aren't** slow.

Look and learn.

		Adjectives		
Adjective	Noun	Subject + <i>be</i>		Adjective
slow	cows	The cows	are	slow.
fast	bikes	The bikes	aren't	slow.
a funny	story	The story	is	funny.
an old	car	The car	is	old.
a new	toy	The toy	isn't	old.

Unit 14 Comparatives

It's bigger than you.

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* (ex., *pretty*), we remove the *y* and add *-ier*. If the adjective ends in consonant-vowel-consonant (ex., *big*), we double the last consonant and add *-er*.

Example: small → smaller, pretty → prettier, big → bigger

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: intelligent → more intelligent, **X** intelligenter, **X** more intelligenter

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

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

(This point is not covered in this unit, but may come up.) There are a few adjectives (especially *good* and *bad*) that form comparatives with irregular forms.

Example: good → better, bad → worse

Look and learn.

		Comparatives	
	Adjective		Comparative
+ -er	fast 	faster	
	big 	bigger	
+ -ier	happy 	happier	
more ...	expensive 	more expensive	

A plane is faster **than** a car.

A plane is **more** expensive **than** a car.

Unit 15 Imperatives

Do not touch it.

An imperative is a command—an instruction—to do something or not to do something.

Example: Sit down. / Don't sit down.

In affirmative imperatives, the base verb is at the start of the sentence. The verb is always in the base form. The subject is left out. (In some cases, we can put 'you' as a subject. However, this sounds *very* strong!)

Example: **Be** quiet. (You be quiet!) / **X** Are quiet.

In the case of negative imperatives, *do + not* comes before the verb. It is common to use an apostrophe.

Example: **Do not** stand up. / **Don't** stand up.

Look and learn.

Imperatives	
Affirmative	Negative
Be quiet.	Don't talk.
Use chopsticks.	Don't use a spoon.
Sit down.	Don't stand up.
Take off your shoes.	Don't put on shoes.
Drink water.	Don't drink soda.

Unit 16 Information Questions

What are you eating?

We use information questions (also called *wh- questions*) to ask for specific information. These questions start with *wh*-question pronouns, such as *who*, *when*, *what*, *where*, *how*, and *why*.

This unit focuses on information questions in present continuous tense.

Sometimes the *wh*- question pronoun is the subject. These questions have the form **wh-question pronoun + be verb + V-ing?**

Example: **Who** is eating? (*Who* is the subject of the question.)

In other cases, the *wh*- question pronoun is an object. These questions have the form **wh-question pronoun + be verb + subject + V-ing?**

Example: **What** is Paul eating? (*Paul* is the subject of the question. *What* is the object.)

Depending on the subject, the *be* verb changes to *am*, *are*, or *is*.

Example: What **am** I eating? / What **is** he eating? / What **are** they eating?

Answer these questions with a statement, not with *yes* or *no*.

Look and learn.

Information Questions

Asking About:	Question			Answer
People	Who	is	eating?	Andy is eating.
Things	What	is	he eating?	He is eating a sandwich .
Places	Where	are	you eating?	I am eating on my bed .
Money	How much	is	the food?	It is 15 dollars .