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)

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Articles and Nouns

	Article	Article + Noun		
a	Any and thing	a flower a bird a camera		
an	Any one thing	an igloo an orange an umbrella		
	Only one thing	the sun the sky the moon the sea the king		
the	A specific thing	the blue book the small 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 \rightarrow two pencils / one book \rightarrow 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 \rightarrow two buses / fox \rightarrow two foxes / peach \rightarrow two peaches

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

Example: baby \rightarrow babies / lady \rightarrow ladies

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

Example: leaf \rightarrow leaves / calf \rightarrow calves

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

Example: mouse \rightarrow mice / man \rightarrow men / foot \rightarrow feet

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Singular and Plural Nouns

		Singular Noun	Plural Noun
Regular Nouns	+ -s	a cloud a banana	two clouds four bananas
	+ -es	a bus	three bus es
	+ -ies	a bab <mark>⊘</mark> → -ies	two bab ies
	+-ves	a lea⊕ -ves	four lea ves
		a foot a child	two feet four children
Irregular Nouns		a man a woman	three men six women
		a mouse	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.

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Count and Noncount Nouns

Cou	int Noun		Noncount Noun			
Singular Plural		N	o Article	No Plural		
an apple	three apples		water	waters		
a hat	two hats		rice	rices		
a child	two children	a/an	bread	breads		
a foot	two feet	some	milk	milks		
a skirt	two skirt s		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.

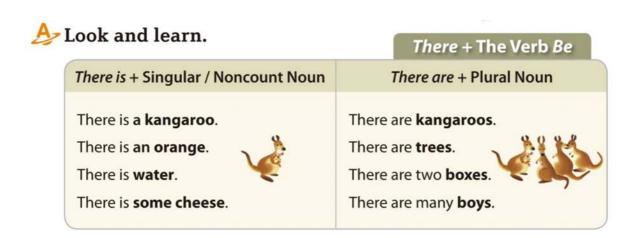
Example: There is someone in the room. / There are many problems.

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.



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 \rightarrow 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.

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The Verb Be: Affirmative and Negative

		Affirma	ative	Negative			
Singular	l am (l'm)	You are (You're) She / He / It is (She's / He's / It's)		l am not (l'm not)			
Plural	We are (We're)	You are (You're)	They are (They're)		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.

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The Verb Be: Yes / No Questions

		Question		An	swer	
Singular	Am I			Yes, you are.	No, you aren't.	
	Are	you	late?	Yes, I am.	No, I'm not.	
	ls	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) \rightarrow 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) \rightarrow add -s (He **plays** soccer on Saturdays.)
- (4) Verbs ending in -ss, -x, -sh, -ch (fix) \rightarrow add -es (She fixes TVs.)
- (5) Irregular verbs (go, do, have) → (goes, does, has)

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Simple Present: Affirmative

		_
I / You / We / They	get up at seven every day.	
She / He / It	gets up at seven every day.	

	Most verbs						
	-s		-es	-	ies		
read eat ride	read s eat s ride s	watch wash fix guess	watches washes fixes guesses	cry study fly	cries studies flies	have do go	has does goes

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.)

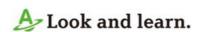
Example: I get up early. / She gets up early.

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.



Simple Present: Negative

Affirma	tive	Negative		
L/Vev./Me/Thev	get up early.	L/Va., /Ma /Than	don't get up early.	
I/You/We/They	have pets.	I / You / We / They	don't have pets.	
Ch = // - //h	gets up early.	Ch = ///= //h	doesn't get up early.	
She / He / It	has a car.	She / He / It	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? \rightarrow Yes, he does. / No, he does not. (No, he doesn't.)

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Simple Present: Yes / No Questions

	Questio	n			А	nswer	P.	
	you			1	do.	No,	1	
Do I we the	1		Yes,	you			you	don't.
	we			we			we	
	they	swim?		they			they	
Does he it			she			she		
	he		Yes,	he	does.	No,	he	doesn't.
	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 \rightarrow 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 \rightarrow He is dancing.

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Present Continuous: Affirmative

I	am	
You	are	donoine nous
She / He / It	is	danc ing now.
We / You / They	are	

Verb-ing	Mos	t Verbs		/owel + onsonant	Consonant + -e	
	eat	eat ing	s it	sit ting	danc e	dancing
	stand	standing	run	run ning	rid e	rid ing
	read	reading	put	putting	smi le	smil ing

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.

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Present Continuous: Negative

1	am not (I'm not)	
You	are not (aren't)	
She / He / It	is not (isn't)	mov ing now.
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.

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Present Continuous: Yes / No Questions

Question			Answer	
Am	I	walk ing fast?	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.
ls	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 α + 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.

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		Adjectives			
Adjective	Noun	Subject + be		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 \rightarrow smaller, pretty \rightarrow prettier, big \rightarrow 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*.

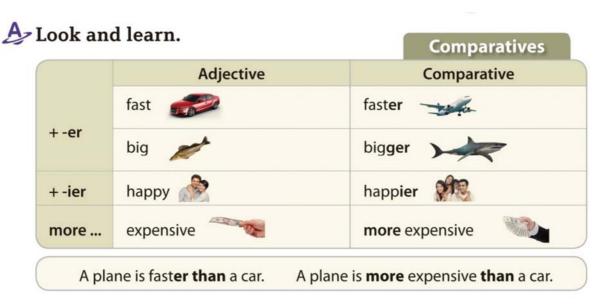
Example: intelligent → more intelligent, X intelligenter, X more intelligenter

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



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.

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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.)

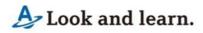
In other cases, the *wh*- question pronoun is an object. These questions have the form **wh-question pronoun** + *be* **verb** + **subject** + **V-ing?**

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.



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.