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)

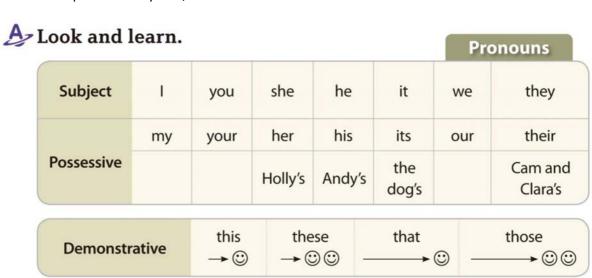
Note that possessive adjectives are not the same as possessive pronouns (mine / ours / yours / his / hers / theirs). These represent a possessive adjective + a noun, and so they do not appear in front of nouns. [Possessive pronouns are not covered in this unit.]

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.



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) \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)

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.

A Look and learn.

Simple Present

Affirmative	Negative	
I / You / We / They work. She / He / It works.	I / You / We / They don't work. She / He / It doesn't work.	

	-s	speak—speaks play—plays Yes / No Question		Answer	
Regular	-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	car ry —carr ies			
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 \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 an apostrophe in two different ways, but not with "I am not".

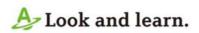
I am not a dancer.	I'm not a dancer.	X I amn't a dancer.	
She is not a dancer.	She's not a dancer.	She isn't a dancer.	
They are not dancers.	They're not dancers.	They aren't dancers.	

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.



Simple Present: The Verb Be

Affirmative	Negative
I am a dancer.	I'm not a dancer.
She / He / It is good.	She / He / It isn't good.
We / You / They are dancers.	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.

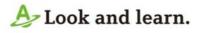
Example: I am **not** studying. / He isn't speaking.

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?



Present Continuous

Affirm	native		Ne	gative	
1	am		1	am not	
She / He / It	is	cooking.	She / He / It	isn't	cooking.
We / You / They	are		We / You / They	aren't	

Question			Answer		
Am I			Yes, you are.	No, you aren't.	
ls	she / he / it	cooking?	Yes, she / he / it is.	No, she / he / it isn't.	
Are	we / you / they	cooking:	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 le	arn.	Fu	ıture: Affirmat	ive and Ne	gative
Af	firmative			Negative	*
I / You She / He / It We / They	will	swim.	I / You She / He / It We / They	will not (won't)	swim.

Unit 6 Future: Yes / No Questions

Will you come?

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

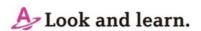
Example: Will we buy a cake?

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.



Future: Yes / No Questions

	Question				Ar	swer		
Will	I you she he it we they	go outside?	Yes,	you I she he it we they	will.	No,	you I she he it we they	won't.

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 \rightarrow was Example: He was late.

you, we, they \rightarrow 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.

A Look and learn.

Simple Past: The Verb Be

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 wasn't a shark. There weren't sharks.	Was there a shark? Were there sharks?	A STATE OF THE STA	

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) \rightarrow replace y with -ied (Example: He carried the boxes.)
- (2) verbs ending in -y with a vowel before the y (play) \rightarrow just add -ed (Example: We **played** soccer.)
- (3) verbs ending in -e (dance) \rightarrow 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

Affirma	itive	Negative		
I / You / She / He / It / We / They	played music.	I / You / She / He / It / We / They	didn't play music.	

-ed	play—play ed	walk—walk ed	help—help ed
-d	dance—dance d	live—live d	change—change d
-ied	study—stud ied	carry—carr ied	try—tr ied

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. \rightarrow I **didn't go** home.

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

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Simple Past: Irregular Verbs

Affirma	ative	Negat	ive
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?

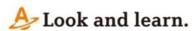
Answer such questions with yes or no followed by subject + did / didn't.

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.



Simple Past: Questions Question Answer you you you did not. she she she Did cook? did. Yes, No, (didn't). 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.

A Look and learn.

Adjectives

	The state of the s
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.

A 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
Irregu	lar	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*'.

Example: awful \rightarrow more awful, X awfuler

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

Example: good \rightarrow better, bad \rightarrow worse

🚣 Look and learn.

Comparatives

		Adjectives	Comparatives
	-er	small tall	smaller taller
Regular -ier	-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 \rightarrow the smallest, pretty \rightarrow 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 \rightarrow the best, bad \rightarrow the worst

A Look and learn.

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

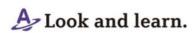
Example: The meeting is at 5 o'clock. The movie is at 3:35 PM.

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.



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.

	It is in July.	
When is Holly's birthday party?	It is on Friday.	
3453 2753945 29	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. \rightarrow 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. \rightarrow 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.

A 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?	