

HIGH SCHOOL

SECONDARY 1

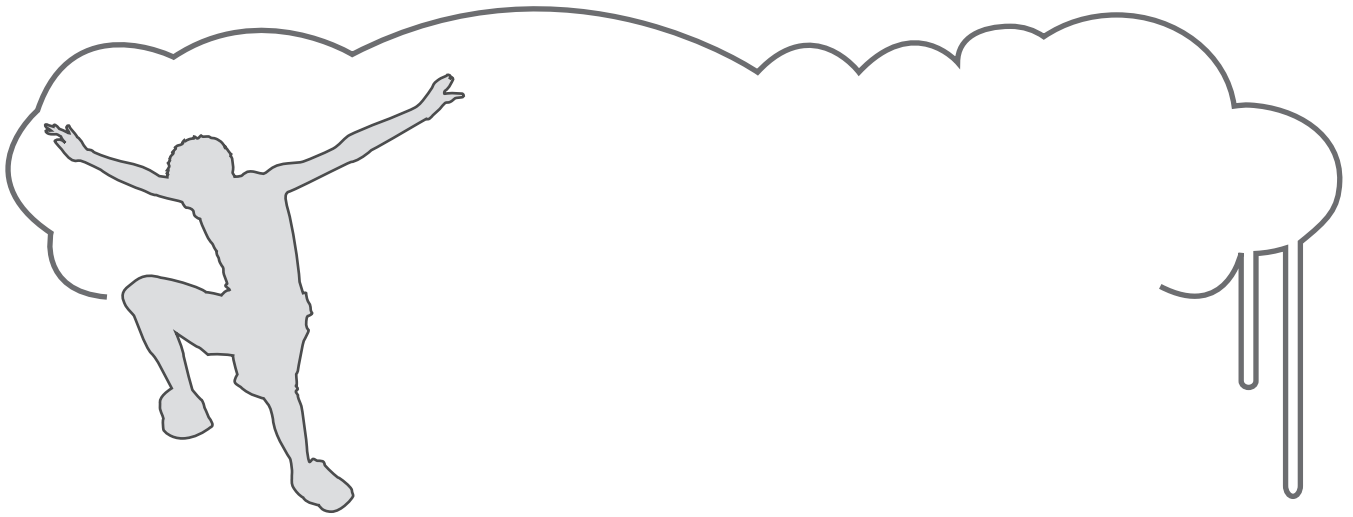
# GRAMMATICALLY FIT



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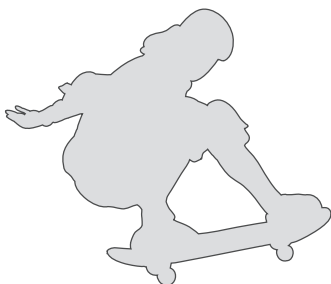
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Marthe Blanchet



# Grammatically Fit 1

A Logical Approach  
to  
Integrate English Grammar



Marthe Blanchet

## Grammatically Fit 1

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# FOREWORD



The *Grammatically Fit* series is all about understanding, practicing and using English grammar.

First, the students are slowly helped to **understand** each of the 12 grammar rules proposed in each of the 5 booklets of the series by examining selected examples and answering various questions about them. The purpose of this introductory exercise based on active observation is to make the students more aware of WHY, HOW and WHEN each grammar rule is used.

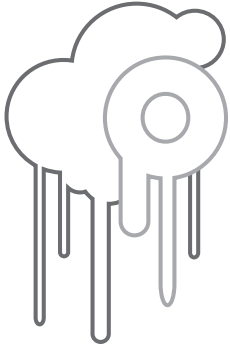
Next, the various grammatical exercises which follow are meant to aid the students in **practicing** what they were previously made to observe and understand. Nothing prevents the teacher from adding on extra grammatical work to further increase his or her students' comprehension and grammatical skills.

Finally, **using** the grammar rules in various written and/or oral activities then provides the students with the opportunity to directly apply, and thus further grasp and better assimilate the rule they have observed, understood and practiced.

The *Grammatically Fit* series also provides added tools to help the learner attain maximum English proficiency. Besides its grammatical content based on understanding, practicing and using various rules, the *Down to Basics* and *Putting It Together* sections are meant as added aids to instill a better comprehension of grammar and to facilitate its everyday use. The former helps to secure a solid grammar base before moving on to new material. The latter gives periodical evaluation pit stops meant to help determine the overall degree of grammatical mastery attained.

*Grammatically Fit* can be used alone or as an accompaniment to the chosen classroom English learning method. At any moment seen fit by the teacher, a regular class activity can be momentarily put on hold to introduce a particular grammar rule in order to help the students develop and secure better communication skills. The teacher might then decide to simply look at the explanation of the rule with the students and only do one or two exercises judged to be the most appropriate. Nothing prevents the teacher from redoing the exercise(s) or from doing the activities at a later date as a review or to reinforce comprehension of the grammar rule already seen in class. *Grammatically Fit* is thus to be used as needed in the classroom and as the teacher sees best to help students better understand the English language and use it more efficiently.

The author

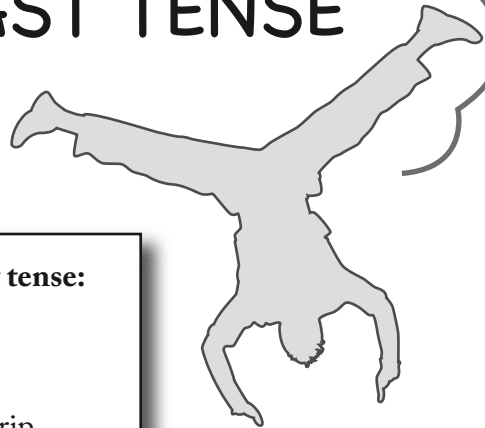


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# TO BE – SIMPLE PAST TENSE

## UNDERSTANDING THE GRAMMAR RULE



Take a look at the verb **TO BE** used in the past tense:

- 1) I was nervous last night.
- 2) You were my best friend in kindergarten.
- 3) She (He) was happy about the upcoming trip.
- 4) It was a hard exam.
- 5) We were angry about the results.
- 6) They were late yesterday.

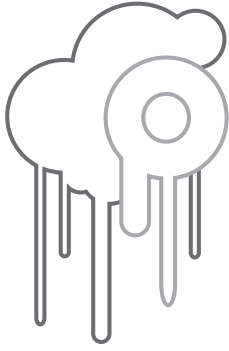
1. Fill in the following chart after examining the sentences:

Subject ( pronoun)	Verb
1) I	was
2)	
3)	
4)	
5)	
6)	

2. What verb is underlined in sentences 1 to 6? \_\_\_\_\_

3. In what tense is it? \_\_\_\_\_

4. What two forms of the verb have you discovered? \_\_\_\_\_



## UNDERSTANDING THE GRAMMAR RULE (*cont.*)

5. What pronouns are used with each form?

\_\_\_\_\_ is used with the pronouns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ is used with the pronouns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**NOTE:** There is no contracted form of the verb *to be* with subject pronouns in the simple past tense.



# TO BE – SIMPLE PAST TENSE

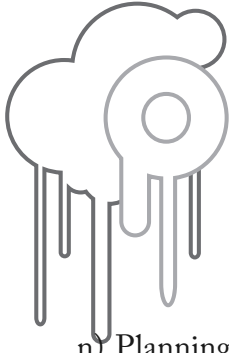
## PRACTICING THE GRAMMAR RULE



1. Put the correct form of TO BE simple past tense in the following sentences.

- a) I \_\_\_\_\_ in the same class as Jill last year.
- b) You \_\_\_\_\_ busy all week.
- c) The children's mother \_\_\_\_\_ the one who organized the picnic.
- d) The exercises in the last lesson \_\_\_\_\_ quite easy.
- e) She and I \_\_\_\_\_ the last to arrive.
- f) They \_\_\_\_\_ very satisfied with the results.
- g) It \_\_\_\_\_ such a wonderful weekend!
- h) We \_\_\_\_\_ extremely pleased to have you over.
- i) John and Kim \_\_\_\_\_ sick all last week.
- j) There \_\_\_\_\_ an essay question in our history exam.
- k) The wind last night \_\_\_\_\_ very strong.
- l) Both broken windows \_\_\_\_\_ promptly replaced.
- m) I \_\_\_\_\_ late for class twice last month.





## PRACTICING THE GRAMMAR RULE (cont.)

- n) Planning John's surprise party \_\_\_\_\_ a lot of work.
- o) The seats next to the window \_\_\_\_\_ more comfortable.
- p) There \_\_\_\_\_ a lot of noise during the demolition of the office building.
- q) The weather \_\_\_\_\_ simply delightful during our cruise.
- r) The Jackson twins \_\_\_\_\_ the first to get a perfect score in their test.
- s) Alice's parents \_\_\_\_\_ very happy with her school report card.
- t) There \_\_\_\_\_ two new students in my English class this morning.

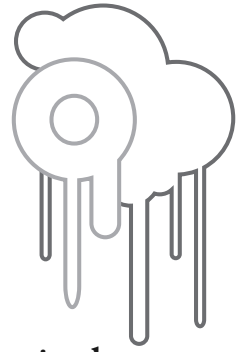
### 2. Read the text and fill in the blanks with TO BE in the simple past tense.

Yesterday, I \_\_\_\_\_ at the park. It \_\_\_\_\_ a beautiful day. Birds \_\_\_\_\_ singing and the sun \_\_\_\_\_ shining. There \_\_\_\_\_ no clouds in the sky. Children \_\_\_\_\_ playing in the sand boxes. Some mothers \_\_\_\_\_ talking, others \_\_\_\_\_ reading.

Everyone \_\_\_\_\_ happy. That \_\_\_\_\_ the best day I had this week! It \_\_\_\_\_ fun to see that all the children \_\_\_\_\_ having such a great time.

# PRACTICING THE GRAMMAR RULE

(*cont.*)



**3. FIRST: Underline the subject in each sentence. THEN: Write the sentences in the simple past tense on the line provided.**

a) Paul and David are excited about being on the same soccer team.

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b) I am thrilled to come to your wedding.

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c) The actors are late for their rehearsal.

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d) This is definitely one of your best accomplishments.

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e) We are really happy to have found a solution to our problem.

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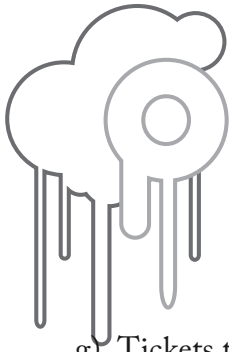
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f) The story I told you is basically what happened.

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SPÉCIMEN



## PRACTICING THE GRAMMAR RULE (cont.)

g) Tickets to the show are easy to come by.

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h) How am I supposed to do this all by myself?

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i) Buying my grandmother a cat is an excellent idea.

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j) Judging those people by their appearance is not fair to them.

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### 4. Put the correct form of the verb TO BE (present or past tense) in the following sentences.

*Go back to the rule: To be - simple present tense if you need to.*

a) It \_\_\_\_\_ often difficult to admit being wrong.

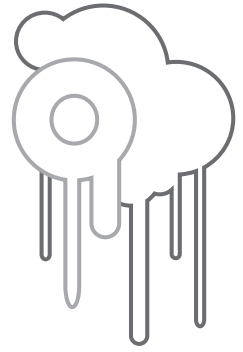
b) Luis and Karl \_\_\_\_\_ present at yesterday's meeting.

c) The bride and groom \_\_\_\_\_ married this morning. The ceremony \_\_\_\_\_ beautiful!

d) The family reunion \_\_\_\_\_ over and what a wonderful gathering it \_\_\_\_\_!

e) There \_\_\_\_\_ no such thing as luck. You must work hard if you want to succeed.

## PRACTICING THE GRAMMAR RULE (cont.)



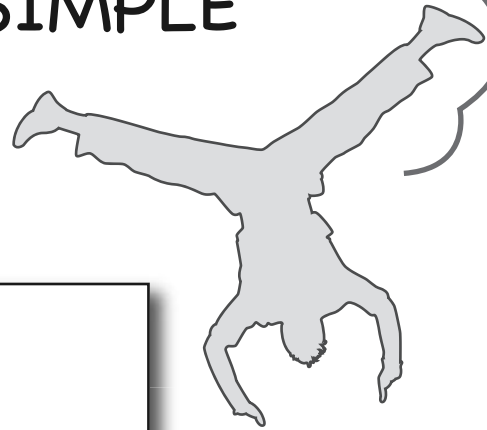
- f) Last year's talent show participants \_\_\_\_\_ extremely talented.
- g) Getting to see a live concert next week \_\_\_\_\_ a dream come true.
- h) No matter how difficult your problems \_\_\_\_\_ there \_\_\_\_\_ always a solution.
- i) The teachers \_\_\_\_\_ so understanding. They gave me a second chance.
- j) They \_\_\_\_\_ wise to eat healthy and to exercise as much as they do.
- k) Why \_\_\_\_\_ it always so hard to say goodbye?
- l) Where \_\_\_\_\_ you when we needed you?
- m) Listening to you \_\_\_\_\_ all I do! Try listening to me for once!
- n) He did not think the interview \_\_\_\_\_ too long.
- o) Whatever you decide \_\_\_\_\_ fine with me.





# REGULAR VERBS – SIMPLE PAST TENSE

## UNDERSTANDING THE GRAMMAR RULE



Take a look at the underlined verbs:

- 1) I played soccer yesterday.
- 2) You stayed up late.
- 3) She (He) decided to leave.
- 4) It ended quite early.
- 5) We watched the movie.
- 6) They painted the room.

1. Fill in the following chart:

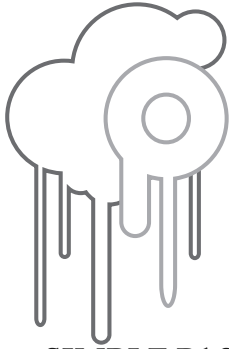
Subject ( pronoun)	Verb
1) I	played
2)	
3)	
4)	
5)	
6)	

2. Underline the time period these 6 verbs occur in: PAST - PRESENT - FUTURE

3. What ending is common to all 6 verbs? \_\_\_\_\_

4. Is this ending used with all the pronouns? \_\_\_\_\_

5. What verb tense uses this specific ending? \_\_\_\_\_



## UNDERSTANDING THE GRAMMAR RULE (cont.)

**SIMPLE PAST VERBS ENDING IN *-ED* ARE CALLED *REGULAR VERBS*.**

**THE RULE:** Regular simple past verbs describe actions or situations that happened in the past. In English, you normally form the simple past of **regular verbs** by adding **ed** to the verb:  
e.g. listened, liked, learned...

**BUT** there are regular verbs that differ slightly in the basic application of this **ed** rule. Examine this chart to learn how to always correctly spell the past tense of regular verbs.

### SPELLING OF *-ED* VERBS

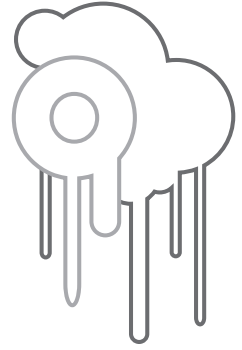
END OF VERB	<i>-ED</i> FORM
<b>Rule 1:</b> consonant + <i>-E</i> e.g. smile	add <i>-D</i> e.g. smiled
<b>Rule 2:</b> one vowel + one consonant* e.g. stop <i>Never double X (e.g. fixed) or W (e.g. snowed)</i>	double the consonant, add <i>-ED</i> e.g. stopped
<b>Rule 3:</b> two vowels + one consonant e.g. rain	add <i>-ED</i> : do not double the consonant e.g. rained
<b>Rule 4:</b> two consonants e.g. help	add <i>-ED</i> : do not double the consonant e.g. helped
<b>Rule 5:</b> consonant + <i>-Y</i> e.g. study	change <i>-Y</i> to <i>-i</i> , add <i>-ED</i> e.g. studied
<b>Rule 6:</b> vowel + <i>-Y</i> e.g. play	add <i>-ED</i> : do not change <i>-Y</i> to <i>-i</i> e.g. played

\* For **verbs with two syllables or more** ending in a vowel and a consonant, the consonant:

- is doubled if the stress is on the last syllable: occurred, referred, preferred...
- is not doubled if the stress is not on the last syllable: e.g. opened, discovered, developed...

# REGULAR VERBS – SIMPLE PAST TENSE

## PRACTICING THE GRAMMAR RULE

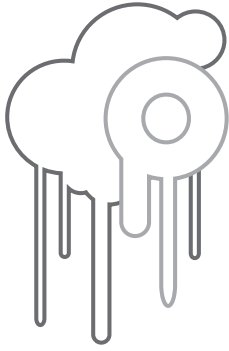


### 1. Put the verbs in parentheses in the simple past tense.

*Refer to the previous chart to insure correct spelling of the verbs.*

- a) They \_\_\_\_\_ for the bus for 30 minutes. (wait)
- b) The rabbit \_\_\_\_\_ to its hiding place. (hop)
- c) They \_\_\_\_\_ on me to help out. (count)
- d) The men \_\_\_\_\_ the heavy parcels to the upper floor. (carry)
- e) We \_\_\_\_\_ the play. We \_\_\_\_\_ it to last one we saw. (enjoy) (prefer)
- f) The teacher rapidly \_\_\_\_\_ the answers on the blackboard. (erase)
- g) They all \_\_\_\_\_ on coming with me. (insist)
- h) We \_\_\_\_\_ her everything would be fine. (assure)
- i) The women \_\_\_\_\_ the accusations. (deny)
- j) The children \_\_\_\_\_ their hands together to make them warm. (rub)
- k) His answer \_\_\_\_\_ he was against the proposal. (imply)
- l) She \_\_\_\_\_ up her bag and \_\_\_\_\_ the door. (pick) (close)
- m) I \_\_\_\_\_ for nothing because things \_\_\_\_\_ out well. (worry) (turn)





## PRACTICING THE GRAMMAR RULE (cont.)

- n) The audience \_\_\_\_\_ loudly at the end of the show. (clap)
- o) The car \_\_\_\_\_ to start. A repairman \_\_\_\_\_ it to the garage. (fail) (tow)
- p) That cake \_\_\_\_\_ so good that I \_\_\_\_\_ another piece. (taste) (want)
- q) What \_\_\_\_\_ at the party? - Oh, we \_\_\_\_\_ all night. (happen) (dance)
- r) I \_\_\_\_\_ and \_\_\_\_\_ the clothes before putting them away. (press) (fold)
- s) The boy \_\_\_\_\_ the vase on the floor and then he \_\_\_\_\_. (drop) (cry)
- t) The mother \_\_\_\_\_ when her daughter \_\_\_\_\_ her. (smile) (kiss)

### 2. FIRST: Look at the following text. Underline all the verbs in the SIMPLE PRESENT TENSE only.

**HINT:** *There are 40 simple present verbs in all.*

*Go back to the rules:* • To be - simple present tense and

• Verbs - simple present tense *if you need to.*

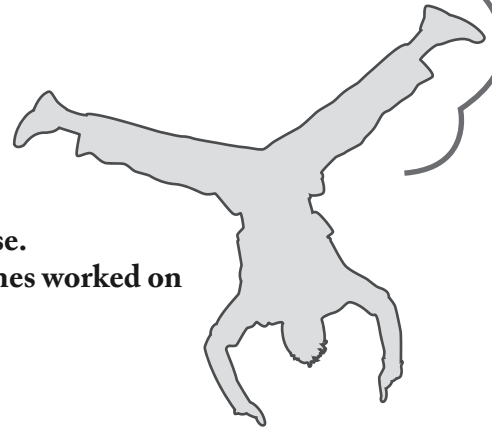
My sister answers the phone and asks who is calling. The person identifies himself and repeats his name. I walk in and listen. My sister hands me the phone. I talk into the receiver and inquire about the call. The person tries to sell me something. He persuades me that I need a magazine subscription badly. I listen to him. I smile to myself and even laugh a little. What a good salesman he is! I yawn





# USING THE GRAMMAR RULE

## ACTIVITY



**FIRST:** List 15 verbs which have a regular past tense.  
If you can, come up with different verbs from the ones worked on up to now.

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**NOW:** Write 15 sentences where each of the 15 regular verbs is adequately used and correctly conjugated in the simple past tense.

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

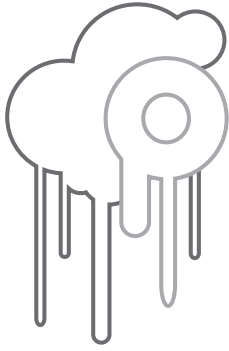
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9. 

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10. 

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11. 

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SPECIMEN



ACTIVITY  
(*cont.*)

- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_

SPÉCIMEN

