

HIGH SCHOOL

SECONDARY 2

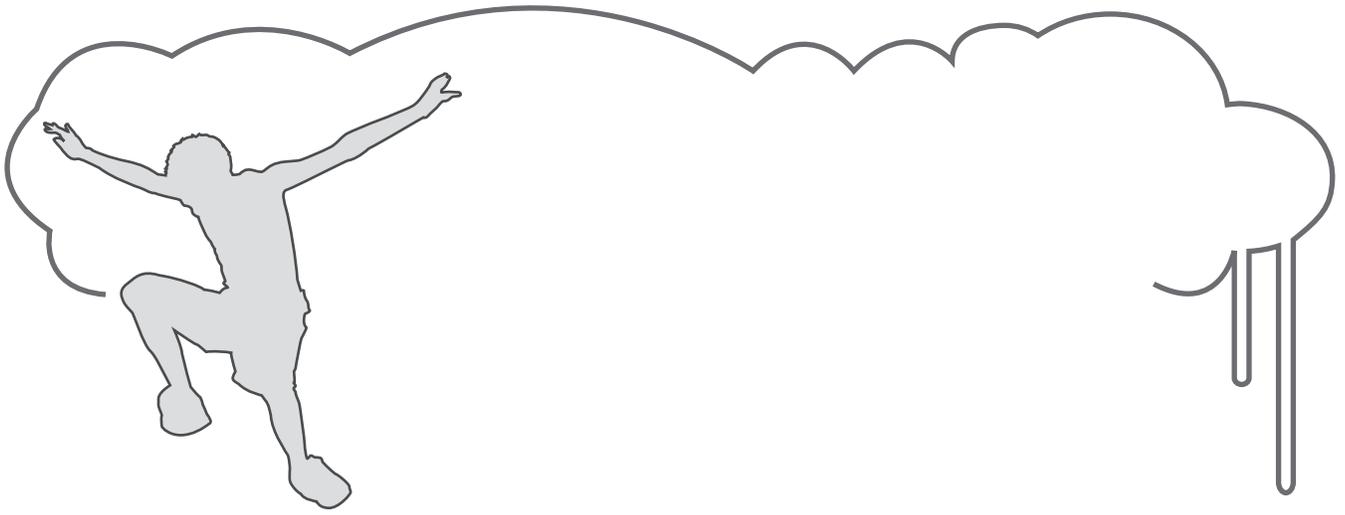
GRAMMATICALLY FIT



Tiré à part



Marthe Blanchet



Grammatically Fit 2

A Logical Approach
to
Integrate English Grammar



Marthe Blanchet

Grammatically Fit 2

Révision linguistique : Jean-Marie Jot

Correction d'épreuves : Doris Lizotte

Illustrations : LaSo Design

www.photos.com © 2010, JupiterImages Corporation

Mise en page : InterPaul

© 2010, Éditions Marie-France ltée



Tous droits réservés. Il est interdit de reproduire, d'adapter ou de traduire l'ensemble ou toute partie de cet ouvrage sans l'autorisation écrite du propriétaire du copyright.

Dépôt légal : 1^{er} trimestre 2010

Bibliothèque et Archives Canada

Bibliothèque et Archives nationales du Québec

ISBN : 978-2-89661-011-2

Imprimé au Canada

Nous reconnaissons l'aide financière du gouvernement du Canada par l'entremise du Programme d'aide au développement de l'industrie de l'édition (PADIÉ) pour nos activités d'édition.

Éditions Marie-France sont membres de



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

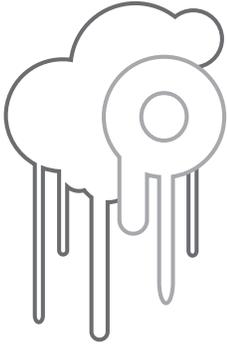
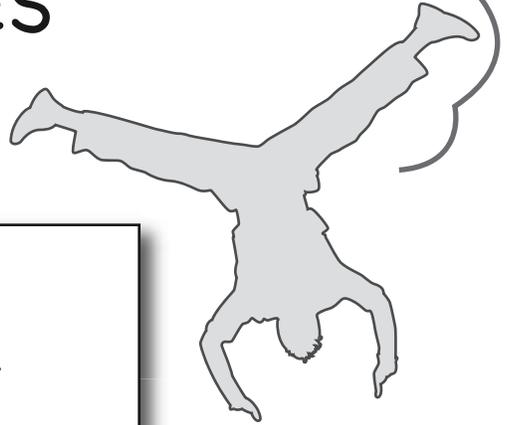


TABLE OF CONTENTS

Down to Basics	
RULE 1: Dates	
RULE 2: Capitalization	
RULE 3: Letter parts	
RULE 4: Pronouns	
RULE 5: This / that / these / those	
RULE 6: Plurals	
RULE 7: Short answer	
RULE 8: Information questions	
RULE 9: Question words	
RULE 10: Imperatives	
RULE 11: Modal auxiliaries	
RULE 12: Parts of speech	
IRREGULAR VERBS CHART	

MODAL AUXILIARIES

UNDERSTANDING THE GRAMMAR RULE



Look at these sentences:

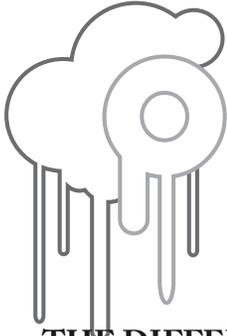
- 1) He can play the piano.
- 2) She could walk when she was one year old.
- 3) It may rain tomorrow.
- 4) We might go there.
- 5) You should wash the floor.
- 6) I must study tonight.
- 7) They will leave at seven o'clock.
- 8) She would travel if she had money.

1. What is the main verb of each sentence?

2. Before each of these verbs, there is an auxiliary. Write the eight *modal auxiliaries*:

NOTICE that **after each modal auxiliary, the infinitive form of the verb is used**. You **never add S or ED** to these verbs and you **never put TO** in front of them.





UNDERSTANDING THE GRAMMAR RULE (*cont.*)

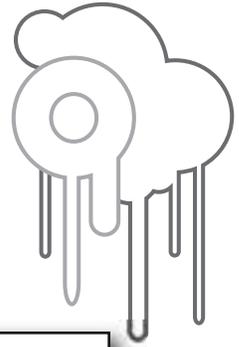
THE DIFFERENT MEANINGS OF THE 8 MODAL AUXILIARIES

- **CAN** expresses ability or possibility in the present or future. (synonym: TO BE ABLE TO)
e.g. I *can* play the piano. = I *am able to* play the piano.
- **COULD** is the past form of CAN.
- **MAY** and **MIGHT** express possibility in the present or future.
- **MAY** is also used to give permission.
- **SHOULD** expresses advice. (synonyms: OUGHT TO and HAD BETTER)
e.g. You *should* do it. = You *ought to* do it. = You *had better* do it.
- **MUST** expresses obligation or necessity. (synonym: TO HAVE TO)
e.g. I *must* study tonight. = I *have to* study tonight.
- **WILL** expresses future action.
- **WOULD** expresses intended action in conditional sentences.

Go back to the 8 sentences and see if you understand them better.



UNDERSTANDING THE GRAMMAR RULE (cont.)



Look at these four sentences:

- 1) He may not come.
- 2) You must not play.
- 3) They should not do it.
- 4) We might not go.

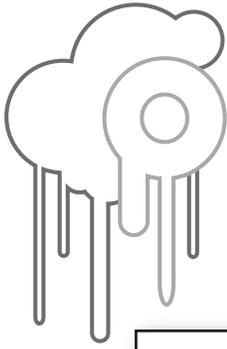
3. What is the modal auxiliary in each sentence?

4. List the 4 missing modal auxiliaries:

5. How is the negative formed with a modal auxiliary?

6. Compare it to forming negatives with TO BE:

7. What verb tense follows a modal auxiliary?



UNDERSTANDING THE GRAMMAR RULE (cont.)

NOTE the contracted forms of the modal auxiliaries in the negative:
mustn't, couldn't, shouldn't, wouldn't, can't, won't (will not),
might not (-)*, may not (-)*
(-)* = there is no contraction

Now examine these sentences starting with modal auxiliaries:

- May I stay?
- Must I leave?
- Can she do it?
- Will it rain?
- Should I help her?

8. List the modal auxiliaries you see at the beginning of each question:

9. List the missing modal auxiliaries:

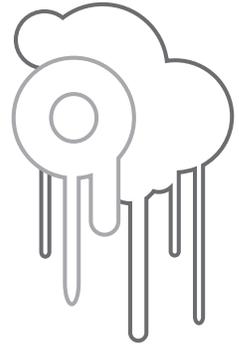
10. How do you make a yes/no question with a modal auxiliary? Write the rule:

Remember the following word order:

YES/NO question = MODAL AUXILIARY + subject + infinitive verb +...?

MODAL AUXILIARIES

PRACTICING THE GRAMMAR RULE

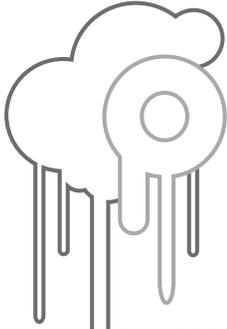


1. A) Use CAN or COULD.

- a) We _____ draw very well.
- b) I _____ swim every day when I was in Hawaii.
- c) They _____ go shopping when they feel like it.
- d) She _____ talk fast when she wants to.
- e) They _____ sleep late when they were on vacation.
- f) She _____ walk when she was one year old.

B) Use SHOULD, MAY or MIGHT.

- a) You _____ leave the room if you need to.
- b) He _____ arrive late.
- c) We _____ never take unnecessary chances.
- d) You _____ have a cookie if you want one.
- e) He _____ get sick if he doesn't wear a coat.
- f) _____ I come in please?



PRACTICING THE GRAMMAR RULE (cont.)

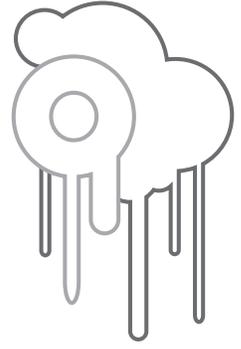
C) Use SHOULD or MUST.

- a) I need a car to get to work. I _____ buy one.
- b) You _____ be careful. You might get hurt.
- c) I definitely want to pass. I _____ study.
- d) You are going to Europe tomorrow. You _____ buy your plane tickets today.
- e) She lost a very important document. She _____ look for it.
- f) We _____ try to relax more.

D) Use WILL or WOULD.

- a) I _____ go next week.
- b) You _____ leave when it's time.
- c) I _____ stop it if I were you.
- d) He _____ travel if he had money.
- e) She _____ work if she finds a job.
- f) He _____ answer the phone when he calls.

PRACTICING THE GRAMMAR RULE (cont.)



2. Make the following sentences negative. Use contractions when possible.

a) They should take diving classes next summer.

b) We can make it on time to the show.

c) This could be the only solution to my problem.

d) The Simmons will be here for supper.

e) She might repeat the exercise.

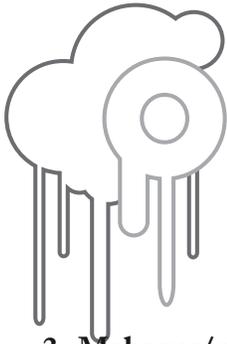
f) The adults may leave during the show.

g) The patients must lie down.

h) Going there would be fun.

i) We will offer her more money.

j) All rules must be followed.



PRACTICING THE GRAMMAR RULE (*cont.*)

3. Make yes/no questions with the 10 sentences in EXERCISE 2.

a) _____ ?

b) _____ ?

c) _____ ?

d) _____ ?

e) _____ ?

f) _____ ?

g) _____ ?

h) _____ ?

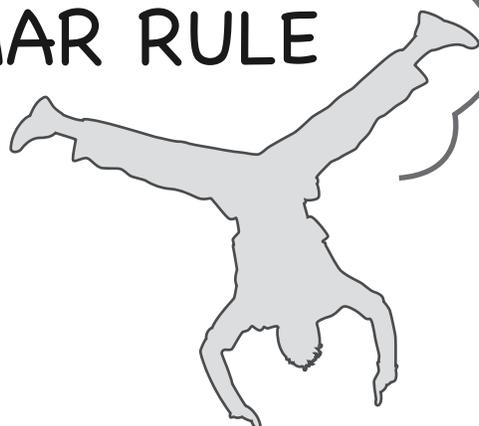
i) _____ ?

j) _____ ?



USING THE GRAMMAR RULE

ACTIVITY



1. USING CAN

A) List five things you **CAN** do. Use a complete sentence.
e.g. I can sing a Beatles song...

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

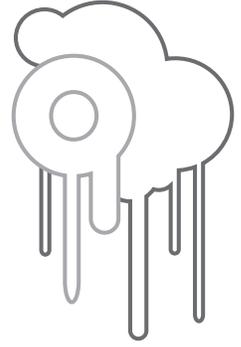
B) List five activities you **CAN** do on weekends in your city. Use complete sentences.
e.g. I can go shopping at the mall...

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

SPÉCIMEN

ACTIVITY

(cont.)



3. USING MAY OR MIGHT

Answer these 3 questions using **MAY** or **MIGHT**. Use complete sentences.

a) What are you going to be when you are older? e.g. *I may (might) become a nurse.*

b) You don't have any special plans for this evening. What may or might you do?

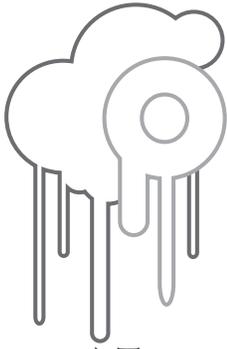
c) You want to buy a game (a sweater...). It costs \$50 and you only have \$20.
What may or might you do?

4. USING SHOULD

Give advice to a friend by answering his/her next 4 questions with **SHOULD**.
Use complete sentences.

a) I have a toothache. What should I do?

b) Someone stole my bicycle. What should I do?



ACTIVITY (cont.)

c) The computer doesn't work. What should I do?

d) I want to improve my English. What should I do?

5. USING MUST

Using complete sentences, say what a person **MUST** do in each of the following 4 situations.

a) He/she wants to stay healthy.

b) He/she wants to pass his/her school year.

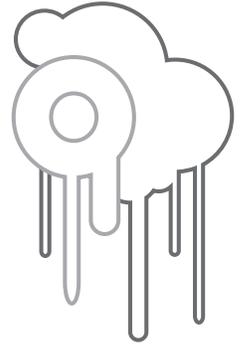
c) He/she wants to learn a new language.

d) He/she wants to meet new people.

Pair up and compare answers.

If some answers differ, discuss and justify them.

ACTIVITY (cont.)



6. USING WILL OR WOULD

Answer the following 9 questions using **WILL** or **WOULD**. Use complete sentences.

a) What will you do after school?

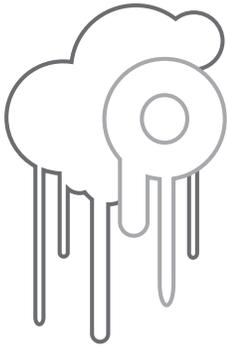
b) What will you buy your mother/father for her/his birthday?

c) What would you do if you found somebody's wallet?

d) Where will you go on your next vacation?

e) How would you help a lost child find his/her parents?

f) When will you start looking for a summer job?



ACTIVITY (cont.)

g) What would you do if your sister/brother hurt herself/himself badly?

h) Who would you go to for help if you were a victim of bullying?

i) How would you help a friend experiencing serious academic problems?

SPÉCIMEN

