

HIGH SCHOOL

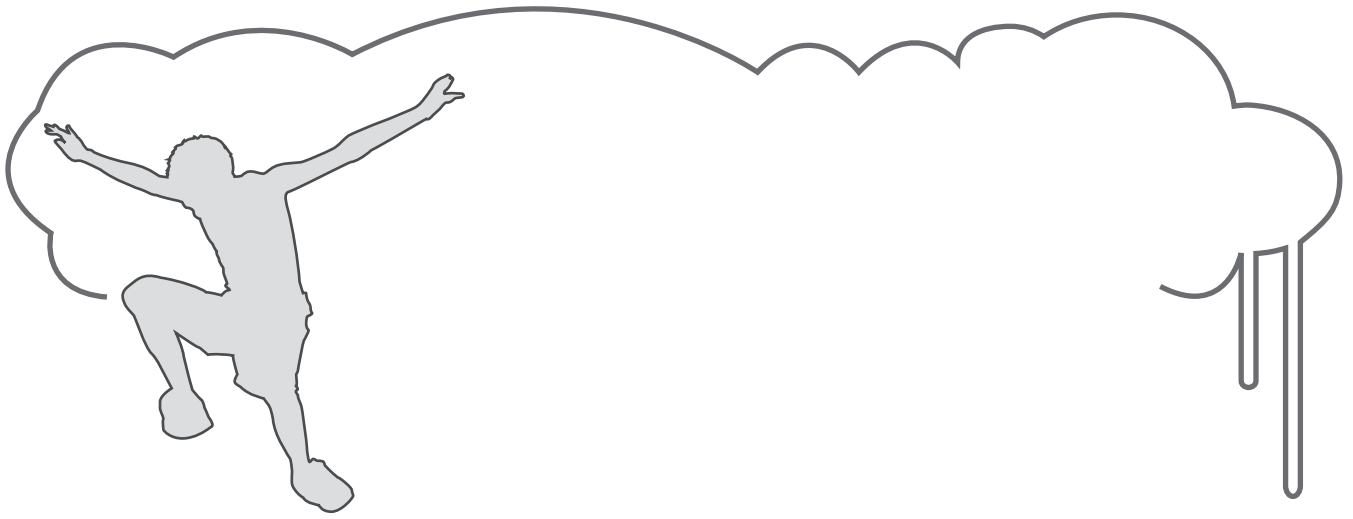
SECONDARY 3

GRAMMATICALLY FIT



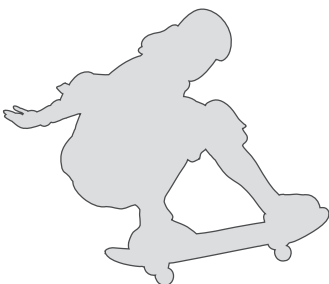
ÉDITIONS
**MARIE
FRANCE**

Marthe Blanchet



Grammatically Fit 3

A Logical Approach
to
Integrating English Grammar



Marthe Blanchet

Grammatically Fit 3

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Mise en page : InterPaul

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Dépôt légal : 1^{er} trimestre 2011

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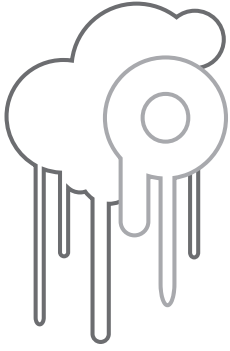
ISBN : 978-2-89661-054-9

Imprimé au Canada

Nous reconnaissons l'aide financière du gouvernement du Canada par l'entremise du Fonds du livre du Canada 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 additional 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 in order 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 designed to help determine or evaluate the overall degree of grammatical mastery attained.

The exams provided in the *Putting It Together* section thus help verify grammar acquisition. The first part of each exam is a basic knowledge application of specific grammatical rules in various written exercises. The second part consists in competency-oriented activities which are meant to assess skill acquisition of the rules through their use in concrete oral and written situations.

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

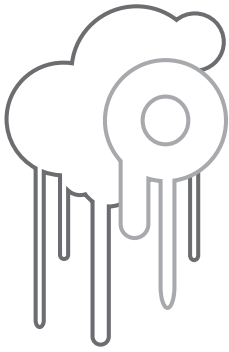


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Down to Basics

RULE 1 : There is / there are / there was / there were

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RULE 7 : Adjectives

RULE 8 : Adverbs

RULE 9 : Prepositions

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RULE 11 : Tag questions

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IRREGULAR VERB CHART



PAST PROGRESSIVE TENSE

UNDERSTANDING THE GRAMMAR RULE

Look at these 2 groups of sentences:

1) I was eating when he walked in. / While I was eating, he walked in.
2) They were sleeping when it rained. / While they were sleeping, it rained.

Look at the first verb in each underlined sentence (i.e. *was eating, were sleeping*).

1. What auxiliary is used?

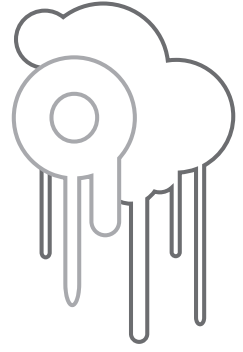
2. In what tense is the auxiliary?

3. Conjugate TO BE in the simple past tense:

4. What suffix is attached to the main verb?

5. What do you call this verb form in ING?

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



6. When is the action described by the verb happening?

7. How do you form the past progressive tense? Write the rule:

NOTE: As with the present progressive tense, some verbs are usually not used in the past progressive tense.

e.g. *We say: "I heard music." We don't say: "I was hearing music."*

Here is a list of other verbs usually not used in the past progressive form:

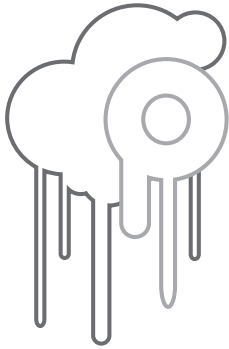
to be / to believe / to like / to love / to hate / to need / to see / to understand /
to want / to know / to belong / to seem / to taste / to smell / to respect /
to remember / to forget / to think

Now look at the second verb in each sentence that is not underlined (i.e. *walked, rained*):

8. In what tense are they?

9. Do both sentences in 1) have the same meaning? _____

10. Do both sentences in 2) have the same meaning? _____



UNDERSTANDING THE GRAMMAR RULE (cont.)

11. What tense is used in the **WHEN** clause?

12. What tense is used in the **WHILE** clause?

Examine the different form of the statement: *She was reading.*

- 1) She was not reading now.
- 2) Was she reading now?
- 3) What was she reading?

13. How do you make a **past progressive verb negative**?

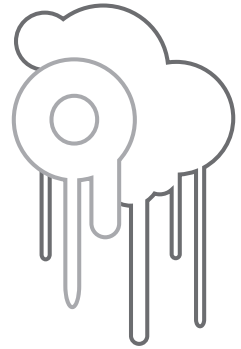
14. How do you make a **yes/no question with a past progressive verb**?

15. How do you make an **information question with a past progressive verb**?



PAST PROGRESSIVE TENSE

PRACTICING THE GRAMMAR RULE



1. Put the verbs in parentheses () in the past progressive tense.

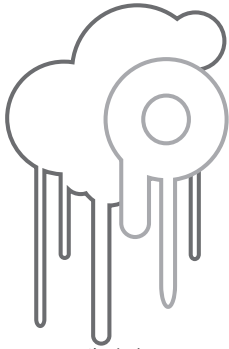
- a) I _____ a book when the phone rang. (read)
- b) While she _____, he came in. (sleep)
- c) You _____ when I called you. (write)
- d) While they _____, he left. (sing)
- e) We _____ when the storm started. (eat)
- f) Alice and Bill _____ when I arrived. (laugh)
- g) While you and I _____ our dance steps, he slept. (practice)
- h) I interrupted him while he _____ his lines. (practice)
- i) While the man _____ the table, his wife prepared supper. (set)
- j) While the chef _____ the menu, the cooks worked. (plan)

2. Put the verbs in parentheses () in the past progressive or in the simple past tense.

Remember:

- The past progressive tense refers to an action in progress in the past and often happening at the same time as another simple past action.
- The simple past tense refers to an action that is past and finished.

- a) Yves _____ when the phone _____. (sleep) (ring).
- b) While the child _____, the mother _____ in. (cry) (walk)
- c) Nancy _____ when her friend _____. (play) (phone)



PRACTICING THE GRAMMAR RULE (cont.)

- d) The music _____ while we _____. (stop) (dance)
- e) When they _____, she _____ supper. (arrive) (prepare)
- f) He _____ a movie when I _____. (watch) (call)
- g) While you _____ the dishes, he _____. (wash) (leave)
- h) We _____ pictures when the rain _____. (draw) (start)
- i) I _____ when the car _____ down. (drive) (break)
- j) They _____ to the radio when the alarm _____ off.
(listen) (go)

3. Write five sentences using the past progressive and simple past tenses.

Use both **WHEN** and **WHILE** clauses.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

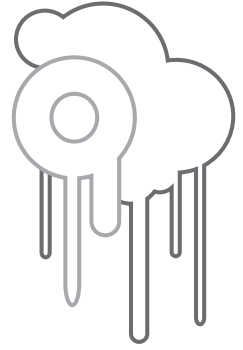
4. Make a) a *negative sentence* and b) a *yes/no question* with each of the next 5 statements.

Use **contractions** in the negative sentences.

- 1) She was reciting a beautiful poem.

- a) _____
- b) _____

PRACTICING THE GRAMMAR RULE (cont.)



2) They were giving him valuable advice.

a) _____

b) _____

3) You were kneeling before the statue.

a) _____

b) _____

4) I was gathering wood for the fireplace.

a) _____

b) _____

5) He was hurrying across the street.

a) _____

b) _____

5. Write 5 information questions where the past progressive is used. Vary the subjects and the question words.

1) _____

2) _____

3) _____

4) _____

5) _____



USING THE GRAMMAR RULE

ACTIVITY 1

Pair up.

Find a picture or drawing where there is a lot of action going on.
Use the people and objects in the classroom if a picture is unavailable.

Write as many sentences as possible (at least 10) using the past progressive tense.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

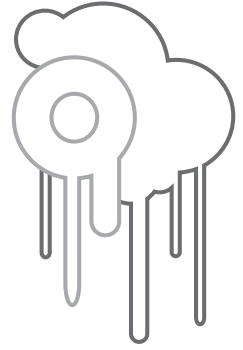
Show your partner your sentences.

Compare the sentences you wrote:

- **How many are similar?**
- **How many are different?**

USING THE GRAMMAR RULE

ACTIVITY 2



HOMEWORK ASSIGNMENT:

Go to a public place like the school cafeteria, the library, the shopping mall...

(You can also do this exercise at home when all the members of your family are present. Choose a busy moment of the day to make your observations i.e. just before supper.)

Stay for 10-15 minutes in the place you have selected and observe what everyone is doing.
TAKE NOTES.

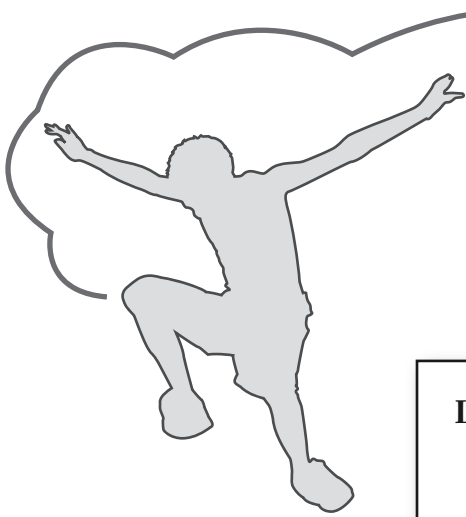
Write a paragraph describing what the people you observed WERE DOING.
Write at least 10 sentences. Add interesting details.

Use these as examples:

- *A woman was carrying a parcel. A man was buying a watch. The janitor was sweeping the floor. A child was playing with a ball...*
- *My mother was preparing supper. She was cooking some noodles in a pot. My father was seasoning the salad...*

Exchange copies with a classmate and compare your observations.
Edit each other's sentences. Once reviewed and corrected, read the sentences to each other.





ADVERBS

UNDERSTANDING THE GRAMMAR RULE

Look at the underlined adverbs in these sentences:

- 1) He works fast.
- 2) She is seldom happy.
- 3) He talks too quickly.

An adverb is a word modifier.

1. a) What word does the adverb *fast* modify in sentence 1?

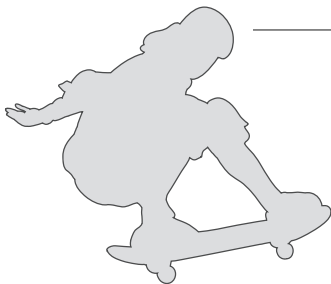
b) What kind of word is this?

2. a) What word does the adverb *seldom* modify in sentence 2?

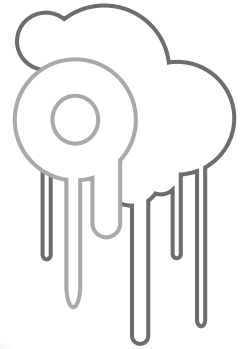
b) What kind of word is this?

3. a) What word does the adverb *too* modify in sentence 3?

b) What kind of word is this?



UNDERSTANDING THE GRAMMAR RULE (*cont.*)



There are different kinds of adverbs:
FREQUENCY – PLACE – TIME – MANNER – DEGREE

4. What kind of adverb is the adverb in sentence 1?

5. What kind of adverb is the adverb in sentence 2?

6. What kind of adverb is the adverb in sentence 3?

7. Find the adverbs of MANNER in the following list. Underline them:

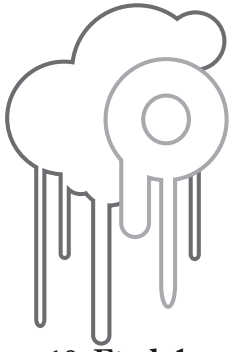
somewhere / very / then / rarely / seldom / usually / bravely / quite / now / well / sometimes / never / there / frequently / too / fast / anywhere / soon / quickly / always / since / generally / recently / often / carefully / really / upstairs / tomorrow / hardly / occasionally / happily / today / here / lately / just

8. Find the adverbs of FREQUENCY in the following list. Underline them:

somewhere / very / then / rarely / seldom / usually / bravely / quite / now / well / sometimes / never / there / frequently / too / fast / anywhere / soon / quickly / always / since / generally / recently / often / carefully / really / upstairs / tomorrow / hardly / occasionally / happily / today / here / lately / just

9. Find the adverbs of DEGREE in the following list. Underline them:

somewhere / very / then / rarely / seldom / usually / bravely / quite / now / well / sometimes / never / there / frequently / too / fast / anywhere / soon / quickly / always / since / generally / recently / often / carefully / really / upstairs / tomorrow / hardly / occasionally / happily / today / here / lately / just



UNDERSTANDING THE GRAMMAR RULE (cont.)

10. Find the adverbs of PLACE in the following list. Underline them:

somewhere / very / then / rarely / seldom / usually / bravely / quite / now / well / sometimes / never / there / frequently / too / fast / anywhere / soon / quickly / always / since / generally / recently / often / carefully / really / upstairs / tomorrow / hardly / occasionally / happily / today / here / lately / just

11. Find the adverbs of TIME in the following list. Underline them:

somewhere / very / then / rarely / seldom / usually / bravely / quite / now / well / sometimes / never / there / frequently / too / fast / anywhere / soon / quickly / always / since / generally / recently / often / carefully / really / upstairs / tomorrow / hardly / occasionally / happily / today / here / lately / just

Adverbs occupy specific positions in a sentence.

Look at these sentences:

- 1) He is always late. - They aren't usually early.
- 2) She will (will not / won't) seldom help. - I have (have not / haven't) often been there.
- 3) He generally goes there.
- 4) We sometimes do not (don't) eat dessert.
- 5) Did she rarely help out? - Are you often tired? - Why do we ever go?
- 6) She dances beautifully. - She doesn't dance beautifully.
- 7) You speak English well. - You don't speak English well.

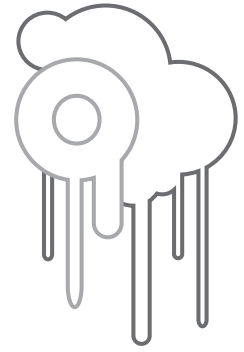
Sentences 1 to 5: Adverbs of frequency

12. Where do we place frequency adverbs in a sentence? Fill in the blank spaces to find out:

- In affirmative and negative statements with TO BE (#1), the adverb is placed after
_____.
- In affirmative and negative statements with auxiliaries* (#2), the adverb goes between the
_____ and the _____.

*Auxiliaries: to be, to have, can, may, must, might, will, could, would, should

UNDERSTANDING THE GRAMMAR RULE (*cont.*)

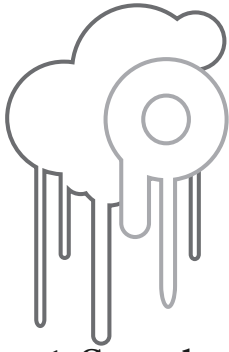


- In affirmative statements with other verbs (#3), the adverb goes in front of the _____.
- In negative statements with DO – DOES – DID (#4), you put the adverb (EXCEPT *always* and *ever*) in front of the _____.
- In questions (#5), the adverb comes right after the _____.

Sentences 6 and 7: Adverbs of manner

- In affirmative and negative statements, the adverb goes after the _____ or after the _____. *It never goes between the verb and the object.*





ADVERBS

PRACTICING THE GRAMMAR RULE

1. Correctly place the frequency adverbs in () in each sentence.

e.g. (always) I eat breakfast. – I always eat breakfast.

a) He can't sleep late on weekends. (ever)

b) I am on time for my dental appointments. (generally)

c) She watches TV in the evening. (sometimes)

d) Ann doesn't eat seafood. (usually)

e) This question is asked by the students. (occasionally)

f) Do John and Sue go to the movies? (often)

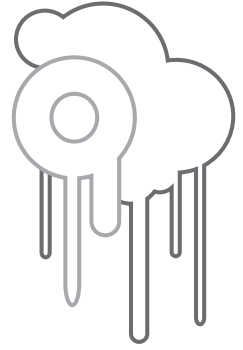
g) I must miss school during the year. (occasionally)

h) Where do you eat lunch? (always)

i) We have finished our work. (hardly)

j) They should play with matches. (never)

PRACTICING THE GRAMMAR RULE (*cont.*)



2. Talk about your daily activities (or habits) using the phrases below.

– Add details to your complete sentences.

– Use all ten of these adverbs of frequency:

often / never / occasionally / sometimes / seldom / rarely / usually / generally / frequently / always

e.g. eat lunch: I usually eat lunch at school.

go shopping: I never go shopping during the week.

a) eat dessert

b) watch TV in the morning

c) do my homework

d) go to the movies

e) dream in English

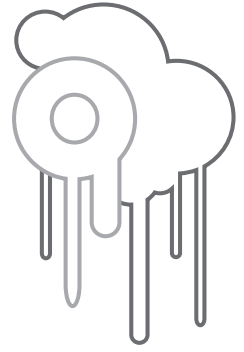
f) read books

g) drink coffee

h) go to bed after midnight

USING THE GRAMMAR RULE

ACTIVITY 1



Write five information questions starting with **HOW OFTEN**.

e.g. How often do you go to the movies?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Pair up.

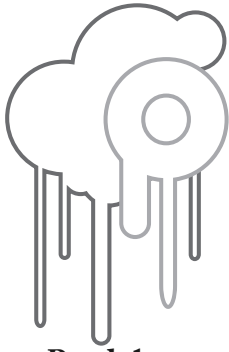
Ask your teammate your 5 questions which must be answered using frequency adverbs **AND** complete sentences.

Note the answers he/she gives you on these lines.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Following the same guidelines, answer his/her 5 questions.

Edit each other's sentences.



USING THE GRAMMAR RULE

ACTIVITY 2

Read the story and answer the questions with TRUE or FALSE:

Helen lives in Montreal. She works in a store. She works six days a week. After work, she visits her mother. She tries to jog every day but sometimes she can't. She takes French classes once a week. Twice a month, she eats in a restaurant. Her friend Alice hates to eat out.

- 1) Helen sometimes works. _____
- 2) She usually exercises. _____
- 3) She seldom jogs. _____
- 4) She often visits her mom. _____
- 5) She never goes to school. _____
- 6) She always eats in restaurants. _____
- 7) Alice very rarely goes to restaurants. _____

Activity 3

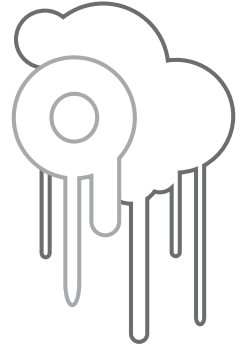
Answer these questions using complete sentences.

- 1) What do you frequently do in class?

- 2) What will you probably do tomorrow?

- 3) What do you always do before you go to bed?

USING THE GRAMMAR RULE (*cont.*)



4) What does an impolite person never say?

5) What does a lazy person seldom do?

6) What do you usually do on weekends?

7) How do you sometimes feel?

8) What do you rarely eat?

9) Where do you occasionally shop?

10) What is generally expensive?

Form a team.

Edit and compare your answers.