

HIGH SCHOOL

SECONDARY 4

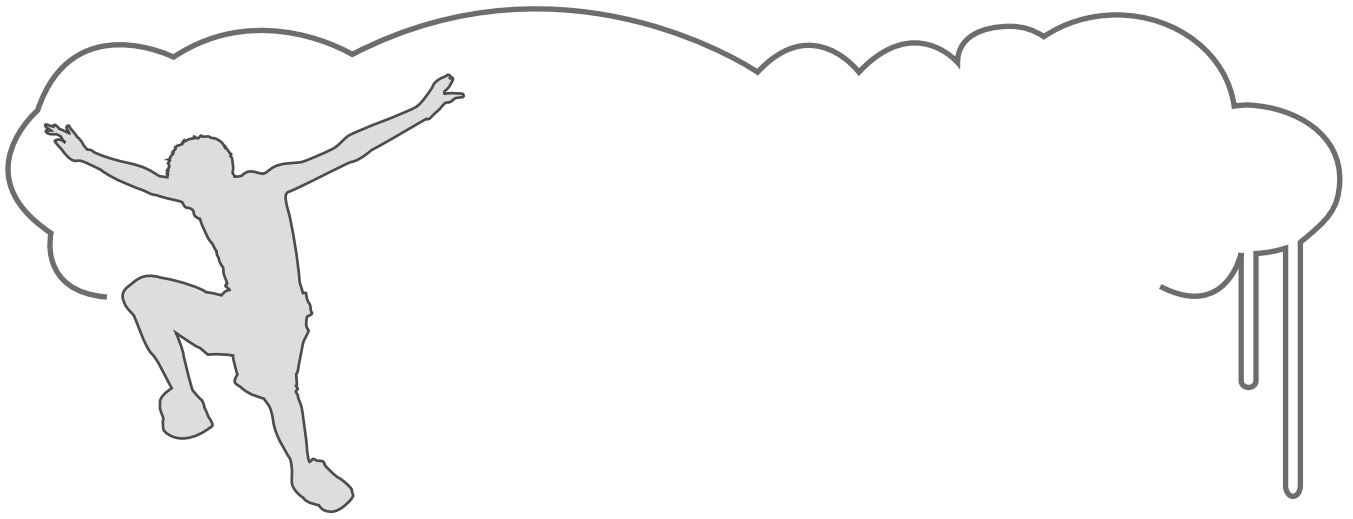
GRAMMATICALLY FIT



Tiré à part



Marthe Blanchet



Grammatically Fit 4

A Logical Approach
to
Integrating English Grammar



Marthe Blanchet

Grammatically Fit 4

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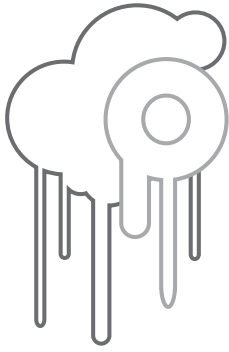
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FOREWORD

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 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 pits 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

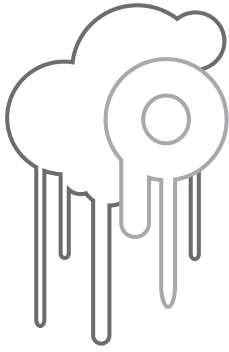


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Down to Basics

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RULE 7: Comparatives and superlatives

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RULE 9: And... too (and so...) / and... either (and neither...) / but

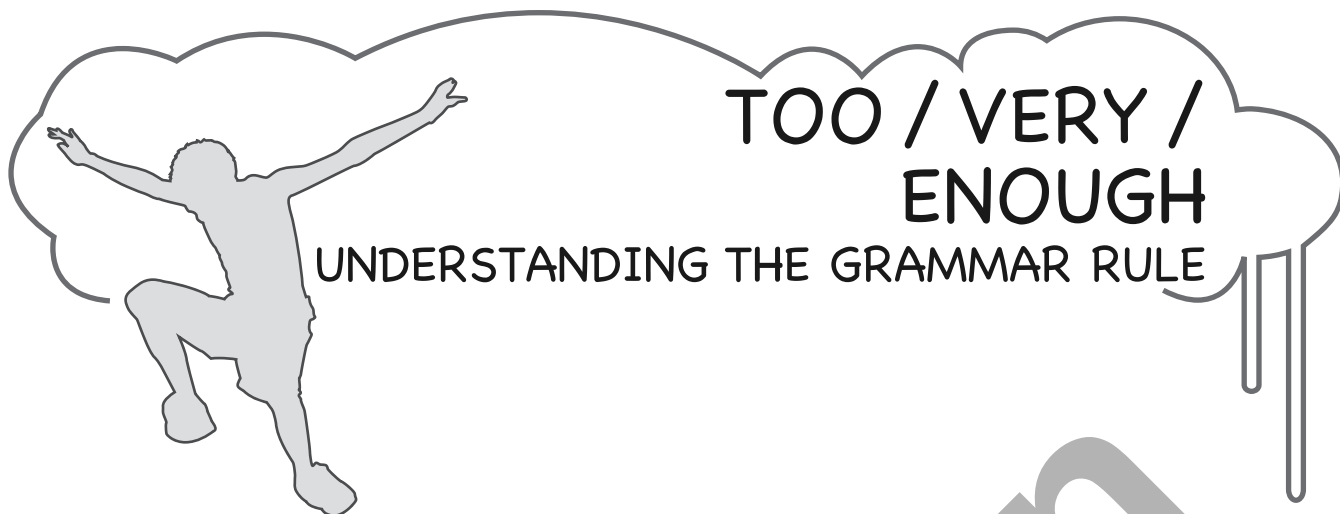
RULE 10: To see-to watch, to look at / to hear-to listen to / to teach-to learn

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RULE 12: Punctuation

IRREGULAR VERB CHART





Look at these sentences and what they mean in parentheses.

- 1) It is too heavy. (The weight is **excessive** and I **can't** lift it.)
- 2) It is very heavy. (The weight is **more than usual** but I **can** lift it.)
- 3) It's big enough. (The size is **sufficient** / **OK**.)

USING: TOO, VERY and ENOUGH

too + ADJECTIVE + FOR (someone) + INFINITIVE

e.g. *That sport is **too** dangerous.*
*That sport is **too** dangerous for her.*
*That sport is **too** dangerous for her to practice.*

very + ADJECTIVE + FOR (someone) + INFINITIVE

e.g. *This exercise is **very** difficult.*
*This exercise is **very** difficult for me.*
*This exercise is **very** difficult for me to do.*

enough + NOUN + INFINITIVE

e.g. *I don't have **enough** time.*
*I don't have **enough** time to study.*

ADJECTIVE + **enough** + FOR (someone) + INFINITIVE

e.g. *The song is easy **enough**.*
*The song is easy **enough** for the child.*
*The song is easy **enough** for the child to learn.*

TOO / VERY / ENOUGH

PRACTICING THE GRAMMAR RULE



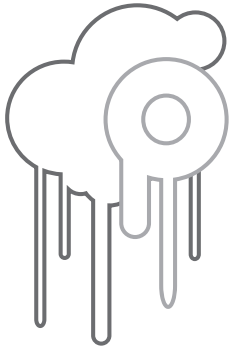
1. Use TOO, VERY or ENOUGH.

- a) The coffee is _____ hot but I can drink it.
- b) This is _____ expensive. I can't buy it.
- c) I'm _____ sorry. I lost your pen.
- d) Math is _____ hard but I like it.
- e) The dress doesn't fit. It's _____ big.
- f) There isn't _____ food for everyone.
- g) The food was _____ good.
- h) I can't read the sign. It's _____ far.
- i) Helen is a _____ smart girl.
- j) This painting is _____ beautiful.
- k) I don't like the house. It's _____ small.
- l) She is not tall _____ to reach the top shelf.

2. Make sentences by putting the following in the correct order.

- a) enough / isn't / to stay home alone / old / Charles

- b) homework / our teacher / to do / enough / always gives us



PRACTICING THE GRAMMAR RULE (*cont.*)

c) for them / cold / it's / today / too / to go swimming

d) early / to go / for us / too / it's / to the movies

e) to wear / for me / large / this jacket is / enough

f) to walk / too / I live / to school / far from the city

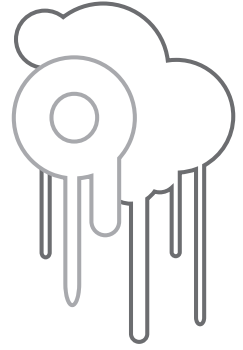
g) for me / this language is / difficult / to learn / very

h) money / enough / we don't have / to spend

i) very / for you / to carry / these books are / heavy



PRACTICING THE GRAMMAR RULE (*cont.*)



j) too / their homework / for them / it's / to start / late

3. Write sentences that have the same meaning:

e.g. *He can't touch the ceiling because it's too high.*

It's too high for him to touch the ceiling.

I can help you because I have enough time.

I have enough time to help you.

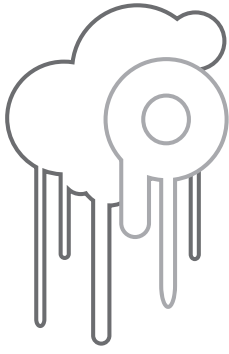
a) I can't buy the hat because it's too expensive.

b) He can buy a new car because he has enough money.

c) We can't go to the show because it's too late.

d) She can't finish the work because she doesn't have enough time.

e) They can't carry the suitcases because they are too heavy.



PRACTICING THE GRAMMAR RULE (*cont.*)

f) You can reach the shelf because you're tall enough.

g) They can't go swimming because it's too cold.

h) I can't swallow the pill because it's too big.

i) I can't understand this text because I don't know enough vocabulary.

j) He can't get married because he's too young.

k) She can't eat nuts because it's too dangerous for her.

l) My sister can't walk because she's not old enough.



USING THE GRAMMAR RULE

ACTIVITY 1

Write 2 complete sentences using **TOO**, **VERY** and **ENOUGH**.



TOO

1) _____

2) _____

VERY

1) _____

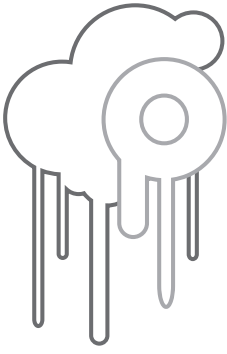
2) _____

ENOUGH

1) _____

2) _____

Specimen



USING THE GRAMMAR RULE

ACTIVITY 2

Form a team and answer these questions using complete sentences.

1) Where is there enough space to do sports?

2) What is too difficult for you to do?

3) What do you have enough money to buy?

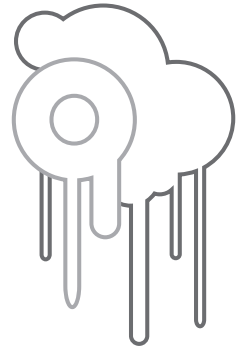
4) What are you too young to do?

5) When do you have enough time to relax?

6) When is it too cold to swim outdoors?



ACTIVITY 2 (cont.)



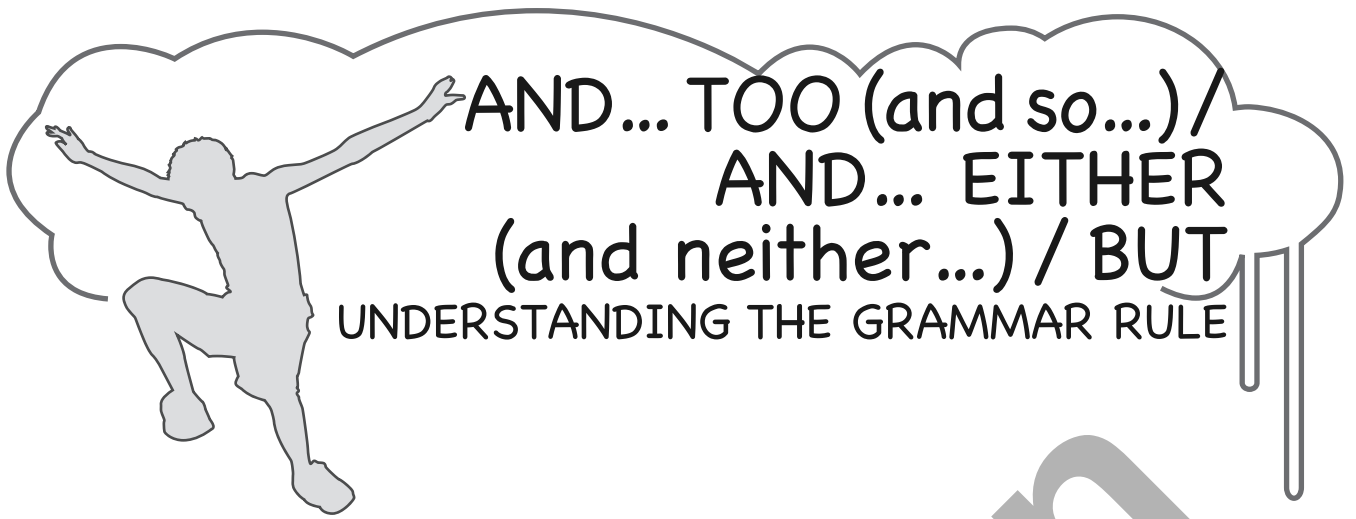
7) What is too expensive for you to buy?

8) What are you old enough to do?

9) Where is it too noisy to study?

10) What do you never have enough of?





**AND... TOO (and so...)/
AND... EITHER
(and neither...)/ BUT
UNDERSTANDING THE GRAMMAR RULE**

AND... TOO joins two affirmative sentences with the same meaning.
It shows agreement between two positive ideas.
e.g. *Dan likes chess. Ricardo likes chess.*
Dan likes chess and Ricardo does too.

AND SO... can be used instead of **AND... TOO**:
e.g. *Dan likes chess and so does Ricardo.*

Notice **THE DIFFERENT POSITION** of the words.

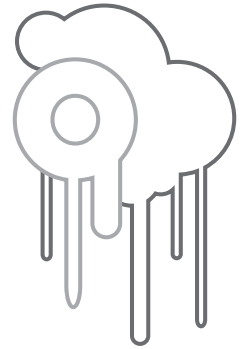
1. a) **Where is TOO?**

b) **Taking TOO into account, where is the second subject located?**

2. a) **Where is SO?**

b) **Taking SO into account, where is the second subject located?**

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



Notice **THE VERBS** used in the **AND... TOO / AND SO...** sentences.

3. Is the main verb repeated after the second subject?

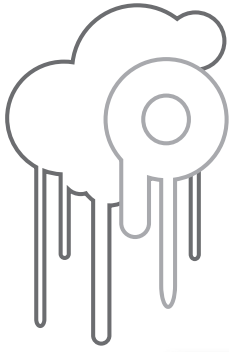
4. What is used instead of the main verb?

5. Why?

6. In what tense is this auxiliary?

7. Why?





UNDERSTANDING THE GRAMMAR RULE (*cont.*)

AND... EITHER joins two negative sentences with the same meaning.

It shows agreement between two negative ideas.

e.g. *Sue doesn't swim. We don't swim.*

Sue doesn't swim and we don't either.

AND NEITHER... can be used instead of **AND... EITHER**:

e.g. *Sue doesn't swim and neither do we.*

Notice **THE DIFFERENT POSITION** of the words.

8. Where is **EITHER**?

9. Taking **EITHER** into account, where is the second subject located?

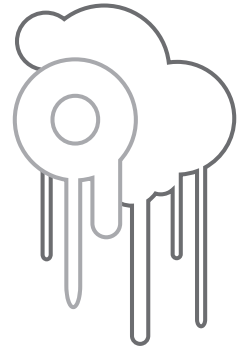
10. Where is **NEITHER**?

11. Taking **NEITHER** into account, where is the second subject located?

Notice **THE VERBS** used in the **AND... EITHER / AND NEITHER...** sentences.

12. Is the main verb repeated after the second subject?

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



13. What is used instead of the main verb:

a) with EITHER?

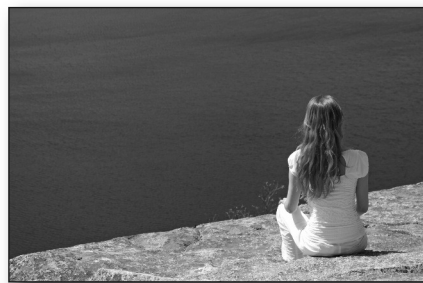
b) with NEITHER?

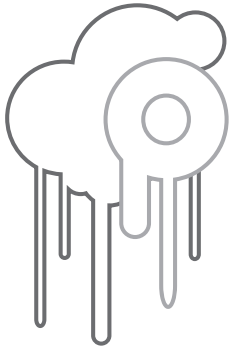
14. Why is the auxiliary AFFIRMATIVE with NEITHER?

15. Why are auxiliaries used instead of the main verb?

16. In what tense are these auxiliaries?

17. Why?





UNDERSTANDING THE GRAMMAR RULE (*cont.*)

BUT joins an affirmative and a negative sentence.
It shows disagreement between two different ideas.

e.g. 1) *I sang. Brad didn't sing.*
I sang but Brad didn't.

e.g. 2) *I didn't dance. She danced.*
I didn't dance but she did.

Notice **THE VERBS** used in the **BUT...** sentences.

18. Is the main verb repeated after the second subject?

19. What is used instead of the main verb:

a) in example 1)?

b) in example 2)?

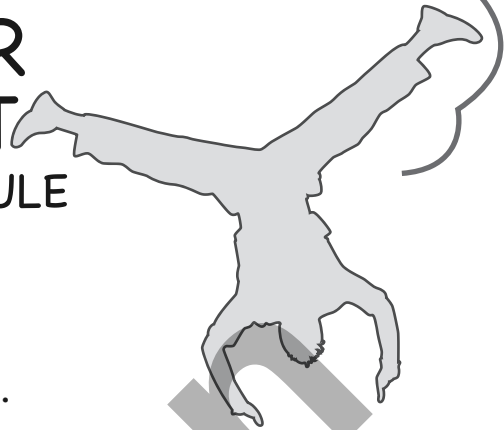
20. Why are auxiliaries used instead of the main verb?

21. In what tense are these auxiliaries?

22. Why?



AND... TOO (and so...) / AND... EITHER (and neither...) / BUT
PRACTICING THE GRAMMAR RULE



1. Combine the two sentences using AND... TOO, AND... EITHER or BUT.

a) I won't drive. You won't drive.

b) We can't speak Russian. They can't speak Russian.

c) Carlos went to Florida. Eileen didn't go to Florida.

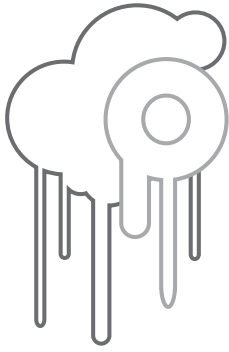
d) You should leave. He should leave.

e) They have eaten. She has eaten.

f) I don't understand it. He understands it.

g) My parents didn't like the movie. We didn't like the movie.

h) We must be polite. They must be polite.



PRACTICING THE GRAMMAR RULE (cont.)

2. Rewrite the previous AND... TOO and AND... EITHER sentences.
Use: AND SO... and AND NEITHER...

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

3. Complete each sentence with an appropriate word.

Choose an adjective that shows the opposition that BUT introduces to the sentence.
e.g. *Philip is young but his grandmother is old.*

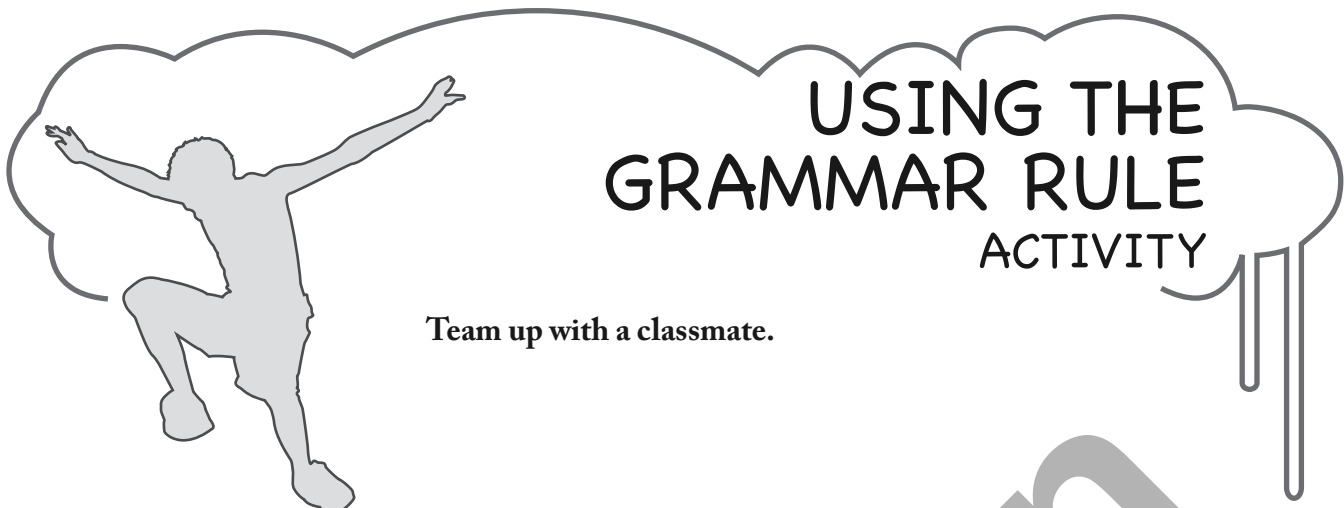
- a) An orange is sweet, but a lemon is _____.
- b) The weather is hot today, but it was _____ yesterday.
- c) These children are noisy, but those are _____.
- d) This medicine tastes good, but that one tastes _____.
- e) Dylan is thin, but his brother is _____.
- f) This answer is right, but that one is _____.
- g) This glass is full, but that one is _____.
- h) This exercise is easy, but the last one was _____.
- i) Alex is tall, but his cousin is _____.

PRACTICING THE GRAMMAR RULE (*cont.*)



- j) My hair is light, but my sister's is _____.
- k) This knot is tight, but that one is _____.
- l) These dishes are clean, but those are _____.
- m) This street is narrow, but that one is _____.
- n) This watch is expensive, but that one is _____.
- o) My clothes are wet, but hers are _____.
- p) This man is poor, but that one is _____.
- q) This statement is true, but that one is _____.
- r) These exercises were long, but the last ones were _____.
- s) My sister wears small, but my brother wears _____.
- t) This book is interesting, but that one is _____.





USING THE GRAMMAR RULE ACTIVITY

Team up with a classmate.

A- Find an activity that you both do.

1) Write a sentence about it using: **AND... TOO.**

2) Rewrite your sentence using: **AND SO...**

B- Find an activity that you both don't do.

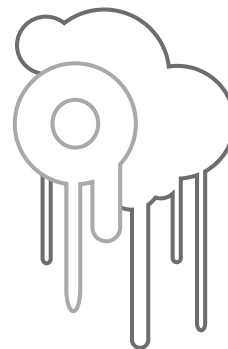
1) Write a sentence about it using: **AND... EITHER.**

2) Rewrite your sentence using: **AND NEITHER...**



ACTIVITY

(*cont.*)



C- Find an activity that **one does and the other doesn't**.

1) Write a sentence about it using: **BUT**.

2) Rewrite your sentence putting the second sentence first:

e.g. *I skate but Cynthia doesn't.*
Cynthia doesn't skate but I do.

