

HIGH SCHOOL

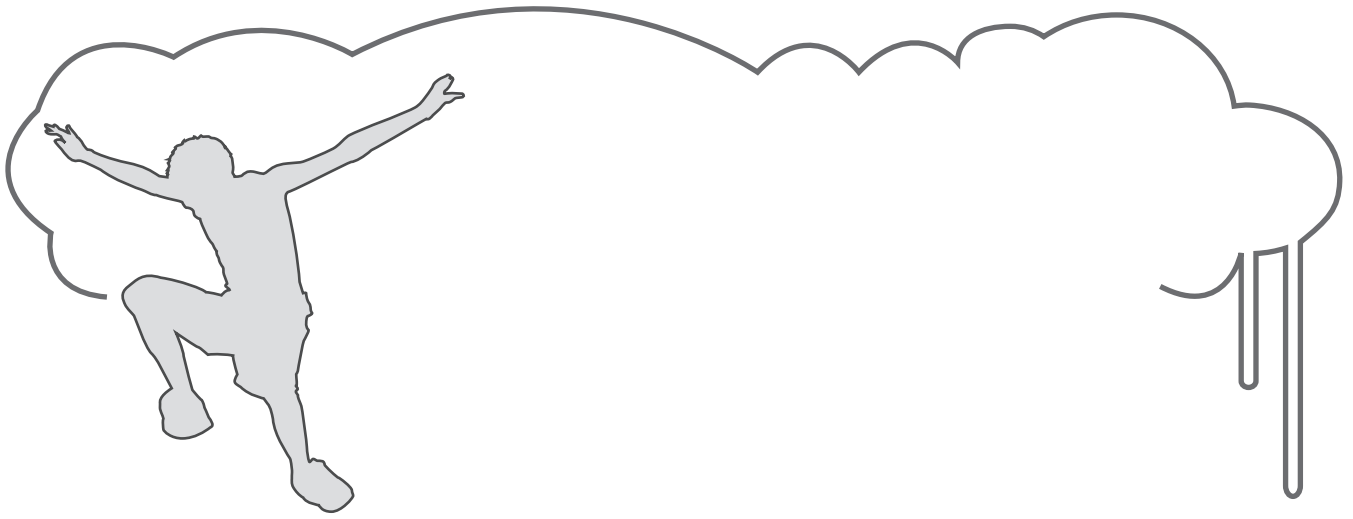
SECONDARY 5

GRAMMATICALLY FIT



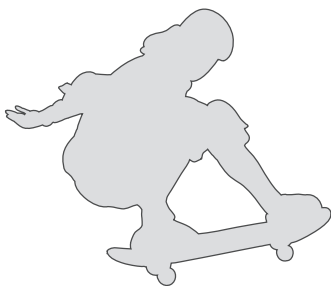
 ÉDITIONS
**MARIE
FRANCE**

Marthe Blanchet



Grammatically Fit 5

A Logical Approach
to
Integrating English Grammar



Marthe Blanchet

Grammatically Fit 5

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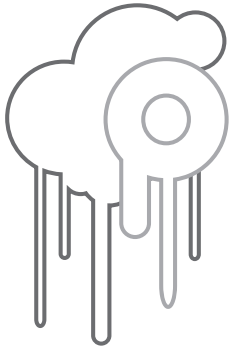
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FOREWORD

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 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 their 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

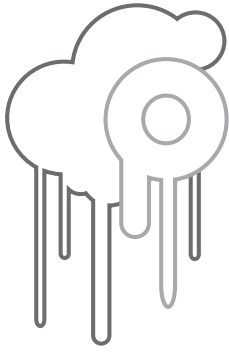


TABLE OF CONTENTS

Down to Basics.

RULE 1: Future progressive and future perfect tenses

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RULE 6: Wish

RULE 7: Gerunds and infinitives

RULE 8: Gerunds as subjects / It + infinitive

RULE 9: Passive and active sentences.

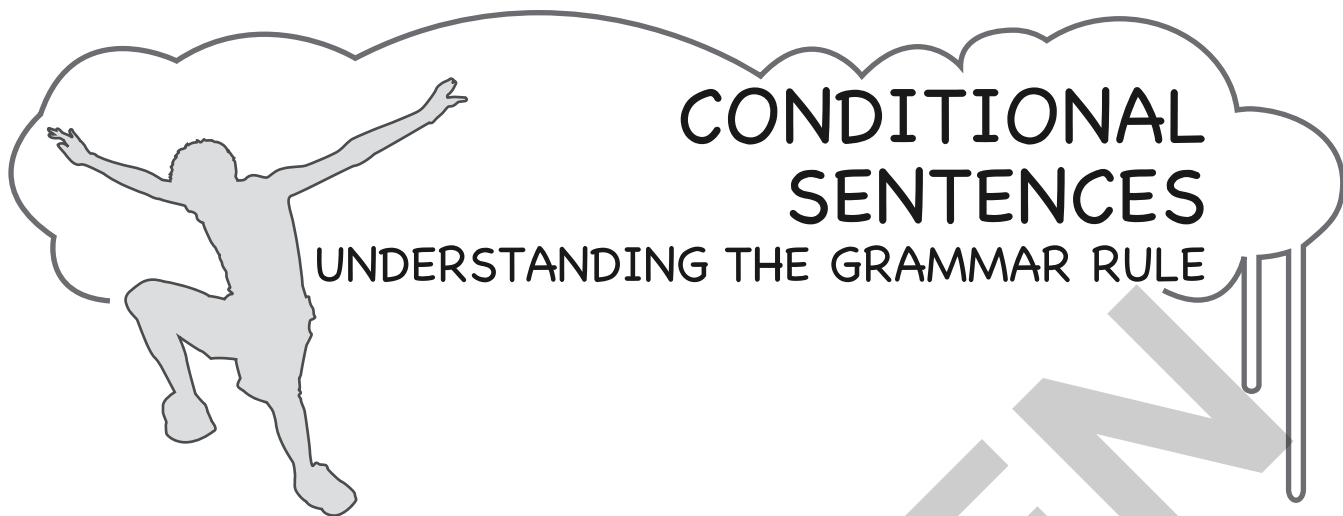
RULE 10: Would

RULE 11: Compound and complex sentences

RULE 12: Who / whom / which / that / whose in adjective clauses.

IRREGULAR VERB CHART





Examine the two verbs used in each of these sentences starting with **IF**:

- 1) If it rains, I will stay here.
- 2) If it rained, I would stay here.
- 3) If it had rained, I would have stayed here.

Sentence 1

1. Write the two verbs:

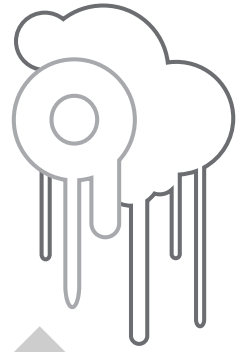
2. In what tense is the first verb?

3. In what tense is the second verb?

4. What auxiliary is used with this verb?

5. What verb form is used after this auxiliary?

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



Sentence 2

6. Write the two verbs:

7. In what tense is the first verb?

8. In what tense is the second verb?

9. What auxiliary is used with this verb?

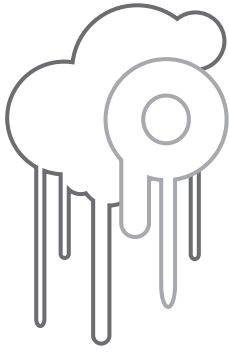
10. What verb form is used after this auxiliary?

Sentence 3

11. Write the two verbs:

12. In what tense is the first verb?

13. How do you form this tense?



UNDERSTANDING THE GRAMMAR RULE (*cont.*)

14. In what tense is the second verb?

15. What auxiliary is used with this verb?

16. What verb form is used after this auxiliary?

Sentences 1, 2, 3

17. What do you notice about the verb tenses of the six verbs in these three sentences?

FUTURE POSSIBLE

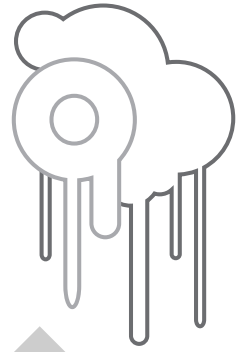
18. Which sentence refers to a situation that might happen in the future?

19. Which two verb tenses are used to express a future possible situation?

20. Which tense is used in the IF clause?

21. Which tense is used in the main clause?

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



PRESENT UNREAL

22. Which sentence refers to a situation that is not happening at the moment?

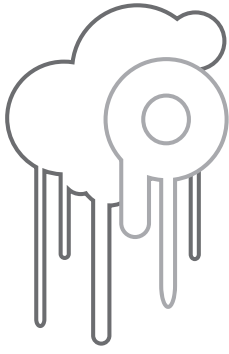
23. Which two verb tenses are used to express a present unreal situation?

(NOTE: When BE is used in the simple past tense, always use the form WERE.)

24. Which tense is used in the IF clause?

25. Which tense is used in the main clause?





UNDERSTANDING THE GRAMMAR RULE (*cont.*)

PAST UNREAL

26. Which sentence refers to a situation that never happened?

27. Which two verb tenses are used to express a past unreal situation?

28. Which tense is used in the IF clause?

29. Which tense is used in the main clause?

NOTE: In a conditional sentence, the main clause can also precede the IF clause.

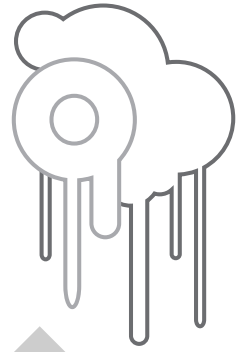
e.g. If it rains, I will stay here.* / I will stay here if it rains.

**Notice the punctuation: A comma follows the IF clause if it precedes the main clause.*



CONDITIONAL SENTENCES

PRACTICING THE GRAMMAR RULE

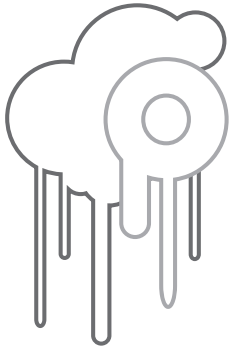


1. Underline the correct verb tense.

- a) She will go there if she (has / had / had had) time.
- b) We (will buy / would buy / would have bought) it if we had money.
- c) If you had asked her, she (will give / would give / would have given) it to you.
- d) If the swing breaks, you (will hurt / would hurt / would have hurt) yourself.
- e) He (will tell / would tell / would have told) me the truth if he were here.
- f) If I (know / knew / had known), I would have told him.
- g) If Alice had wanted to, she (will go / would go / would have gone) to Toronto.
- h) If he phones me, I (will be / would be / would have been) happy to talk to him.
- i) You would pass the test if you (study / studied / had studied).
- j) They (will visit / would visit / would have visited) the museum if they have time.

2. Put the verb in parentheses () in the correct tense.

- a) She _____ you if she finds the answer. (tell)
- b) I _____ the news if I had listened. (hear)
- c) If I had the time, I _____ you. (help)
- d) If she had practiced, she _____ in the show. (dance)
- e) If you come, I _____ happy. (be)
- f) If you _____ the movie, you would have liked it. (watch)
- g) He would catch the train if he _____ faster. (run)
- h) I will cancel the trip if it _____. (snow)
- i) If he _____ here, he would know what to do. (be)
- j) If she _____ more, she would have succeeded. (work)



PRACTICING THE GRAMMAR RULE (*cont.*)

3. Complete each sentence. Use the correct verb tense.

a) If the weather is nice tomorrow, I...

b) If I find the time, I...

c) If I had more luck, I...

d) I will go to Disneyland if...

e) If I have enough money, I...

f) I wouldn't be sick if...

g) If I had listened to my parents, I...

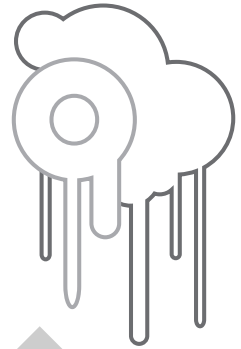
h) If it had been colder, I...

i) If my friend calls me, I...

j) I would have been happy if...

PRACTICING THE GRAMMAR RULE

(*cont.*)



4. To assess your understanding of the three different two-tense combinations in conditional sentences, write 2 different sentences which adequately illustrate each type.

FUTURE (*main clause*) and SIMPLE PRESENT (*IF clause*) TENSES

Reverse the clause order in sentence 2.

- 1) _____

- 2) _____

PRESENT CONDITIONAL (*main clause*) and SIMPLE PAST (*IF clause*) TENSES

Reverse the clause order in sentence 2.

- 1) _____

- 2) _____

PERFECT CONDITIONAL (*main clause*) and PAST PERFECT (*IF clause*) TENSES

Reverse the clause order in sentence 2.

- 1) _____

- 2) _____



USING THE GRAMMAR RULE

ACTIVITY 1

TENSES USED: *SIMPLE PRESENT* and *WILL + INFINITIVE*
(IF clause) (MAIN clause)

Form teams of 4-5 students.

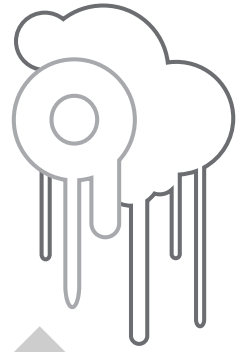
- The first student completes this sentence:
“If I have enough money, I will _____.” (e.g. travel)
- The second student starts his/her sentence with the result of the previous sentence:
“If I travel, I will _____.” (e.g. visit France)
- The third student picks up on the result and continues:
“If I visit France, I _____.”

Help a teammate when he/she makes an error or doesn't know what to say.



USING THE GRAMMAR RULE

ACTIVITY 2



TENSES USED: *SIMPLE PAST* and *WOULD + INFINITIVE*
(IF clause) (MAIN clause)

Repeat the general guidelines of ACTIVITY I.

- The first student starts off the activity by saying:

“If I had a summer job, I would _____.”

ACTIVITY 3

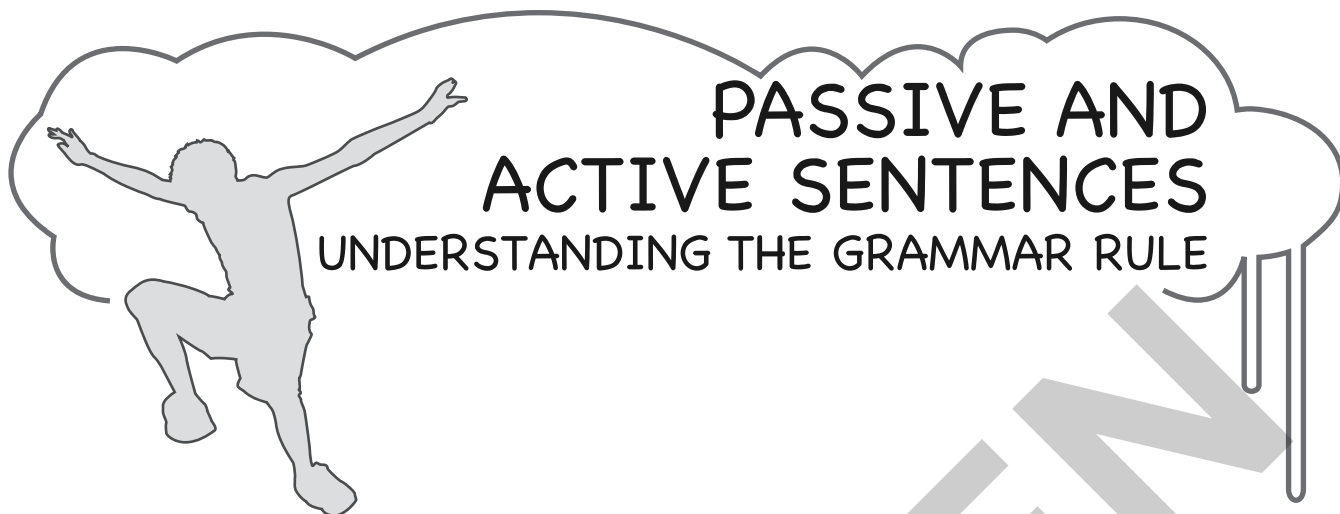
TENSES USED: *HAD + PAST PARTICIPLE* and *WOULD HAVE + PAST PARTICIPLE*
(IF clause) (MAIN clause)

Repeat the general guidelines of ACTIVITY I.

- The first student starts off the activity by saying:

“If I had had enough time, I would have _____.”





PART I: From ACTIVE to PASSIVE

Look at these two groups of sentences:

- 1) ACTIVE: Cathy bakes the cake.
PASSIVE: The cake is baked by Cathy.
- 2) ACTIVE: My teacher corrected them.
PASSIVE: They were corrected by my teacher.

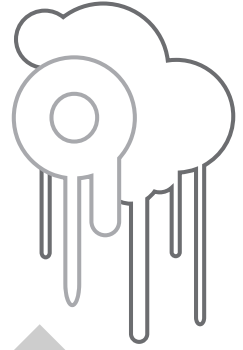
Questions on GROUP 1 ACTIVE and PASSIVE sentences

1. What is the object of the active sentence?

2. What is the subject of the passive sentence?

3. What do you notice?

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



4. What is the subject of the active sentence?

5. What is the object of the passive sentence?

6. What do you notice?

7. What word was added before the object in the passive sentence?

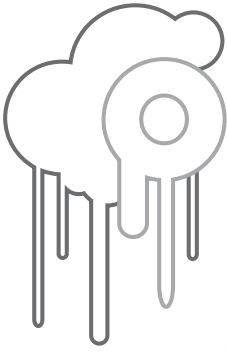
8. What are the verbs in the active and passive sentences?

9. What auxiliary is used to make a verb passive?

10. Why is the auxiliary in the present tense?

(Clue: Look at the tense of the verb in the active sentence.)

11. What verb form follows this auxiliary?



UNDERSTANDING THE GRAMMAR RULE (*cont.*)

Questions on GROUP 2 ACTIVE and PASSIVE sentences

12. What is the object of the active sentence?

13. What is the subject of the passive sentence?

(Notice the change in the pronoun form.)

14. What do you notice?

15. What is the subject of the active sentence?

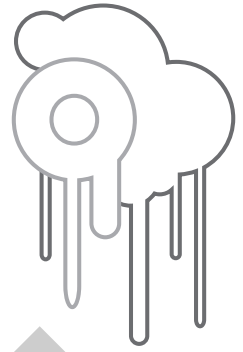
16. What is the object of the passive sentence?

17. What do you notice?

18. What word was added before the object in the passive sentence?



UNDERSTANDING THE GRAMMAR RULE (*cont.*)



19. What are the verbs in the active and passive sentences?

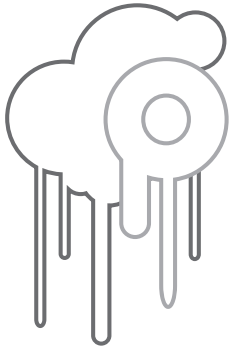
20. What auxiliary is used to make a verb passive?

21. Why is the auxiliary in the past tense?

(Clue: Look at the tense of the verb in the active sentence)

22. What verb form follows this auxiliary?





UNDERSTANDING THE GRAMMAR RULE (*cont.*)

PART II: From PASSIVE to ACTIVE

Now examine these two groups of sentences:

- 1) PASSIVE: The work is done by them.
ACTIVE: They do the work.

- 2) PASSIVE: The truth was learned by us.
ACTIVE: We learned the truth.

Questions on GROUP 1 PASSIVE and ACTIVE sentences

23. To make this passive sentence active:

- a) What did we do with the subject *work*? _____

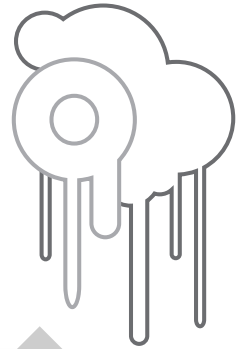
- b) What did we do with the object *them*? _____

- c) What word did we drop? _____
- d) What part of the verb did we drop? _____
- e) In what tense did we put the verb in the active sentence? _____

- f) Why? _____

(Clue: Look at the tense of BE)

UNDERSTANDING THE GRAMMAR RULE (*cont.*)



Questions on GROUP 2 PASSIVE and ACTIVE sentences

24. To make this passive sentence active:

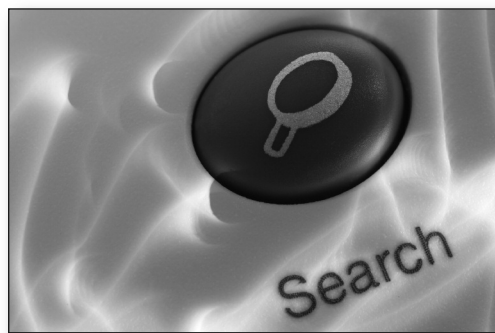
- a) What did we do with the subject *truth*? _____

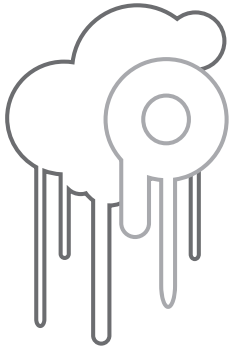
- b) What did we do with the object *us*? _____

- c) What word did we drop? _____
- d) What part of the verb did we drop? _____
- e) In what tense did we put the verb in the active sentence? _____

- f) Why? _____

(Clue: Look at the tense of BE)





PASSIVE AND ACTIVE SENTENCES

PRACTICING THE GRAMMAR RULE

1. Change the active sentences into passive sentences.

a) The teacher helps me.

b) Kurt surprises us.

c) They ate the candies.

d) Anthony fixes my watch.

e) He enjoyed the movies.

f) We are watching the show.

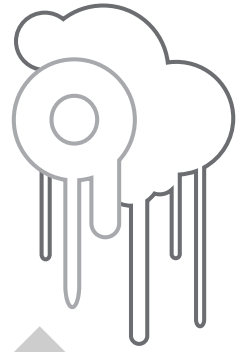
g) They can see him.

h) You have cleaned the room.

i) Nancy will help you.

j) I must encourage her.

PRACTICING THE GRAMMAR RULE (cont.)



2. Change the passive sentences into active sentences.

a) We were helped by the workers.

b) She is hired by the company.

c) The pictures are seen by them.

d) The dog is washed by him.

e) The letters were written by us.

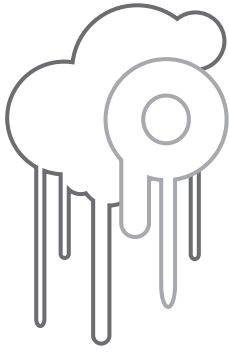
f) The story will be read by the mother.

g) The box should be wrapped by you.

h) The package has been delivered by me.

i) Chips are being eaten by her.

j) We must be interviewed by them.



USING THE GRAMMAR RULE

ACTIVITY 1

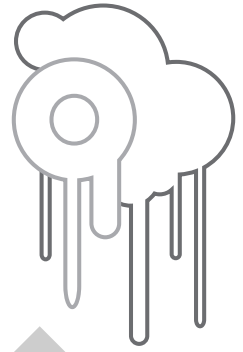
Change this story from passive to active.

Yesterday, a pie was baked by my mother. Pies are always baked by her on Saturdays. The whole pie was eaten by me. I was taken to the hospital by my father. I was examined by a doctor. Medicine was given to me by a nurse. I was told by them to be careful and to eat less pie next time. I was driven back home by my father. I was helped into bed by my mother and I was kissed good night by her.



USING THE GRAMMAR RULE

ACTIVITY 2



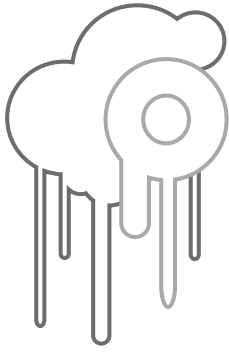
Write five simple sentences in the **ACTIVE** form. Use the simple present and simple past tenses. Make sure there is a direct object in each sentence:

- e.g.* – *I make my bed.*
– *I washed my dog on Sunday.*
– *The lady bought a dress.*
– *My sister likes pizza.*

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

Now, ask a classmate to change them into passive sentences. Write his/her answers on these lines.

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



ACTIVITY 2 (cont.)

Check his/her sentences by answering these questions:

- Is the object of the active sentence now the subject of the passive sentence? _____
- Is the subject of the active sentence now the object of the passive sentence? _____
- Is there the word BY before the object? _____
- If pronouns are used, are they in the correct form? _____
- Is there the auxiliary BE in the passive sentence? _____
- Is the auxiliary BE in the correct tense? _____
- Are all the words correctly spelled? _____

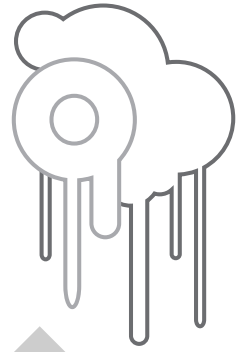
If you answered YES to all of these questions, congratulate your classmate.

If you answered NO to one or more of these questions, ask him/her to correct the errors you found.



USING THE GRAMMAR RULE

ACTIVITY 3



Write five simple sentences in the **PASSIVE** form. Use the simple present and simple past tenses. Make sure there is a direct object in each sentence:

*e.g. – The bed is made by me.
– The dishes were dried by her.*

1) _____

2) _____

3) _____

4) _____

5) _____

Now, ask a classmate to change them into **ACTIVE** sentences.
Write his/her answers on these lines.

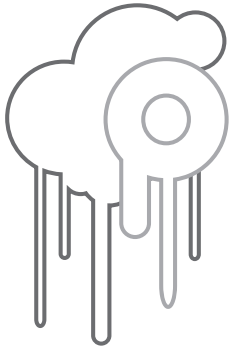
1) _____

2) _____

3) _____

4) _____

5) _____



ACTIVITY 3 (cont.)

Check his/her sentences by answering these questions:

- Is the object of the passive sentence now the subject of the active sentence? _____
- Is the subject of the passive sentence now the object of the active sentence? _____
- Has the word BY been dropped? _____
- If pronouns are used, are they in the correct form? _____
- Has the auxiliary BE been dropped? _____
- Are all the words correctly spelled? _____

If you answered YES to all of these questions, congratulate your classmate.

If you answered NO to one or more of these questions, ask him/her to correct the errors you found.

