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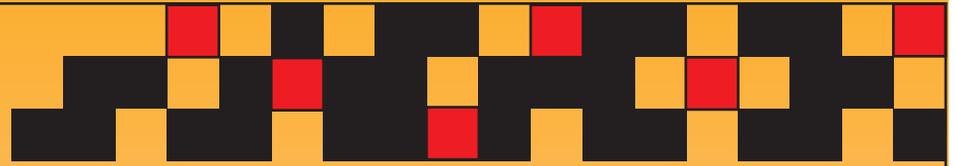


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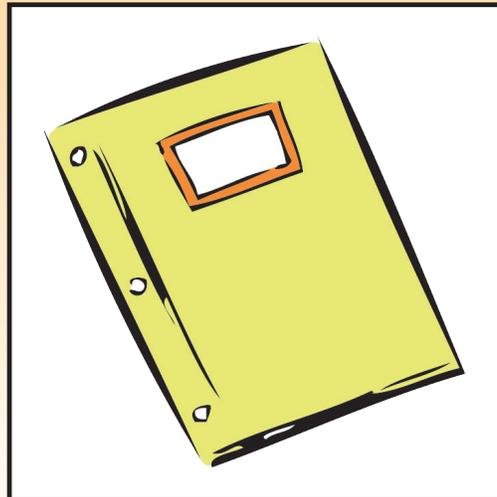
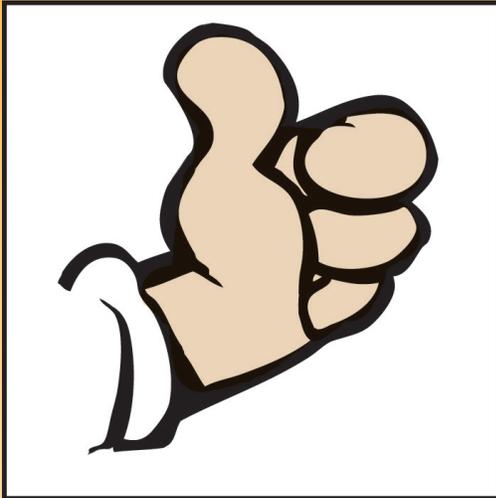
ESL



Grammar



SECONDARY 3



Amanda Juby

GRADES
5 6 S₁ S₂ S₃ S₄ S₅

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ESL Grammar — Secondary 3

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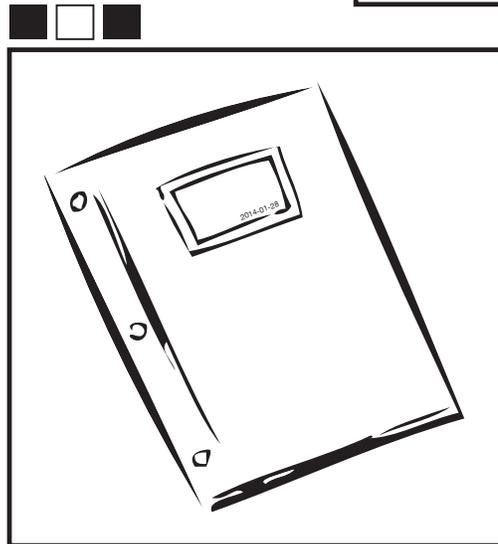
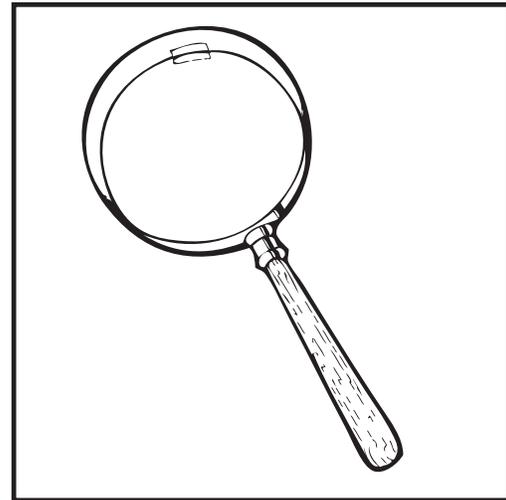
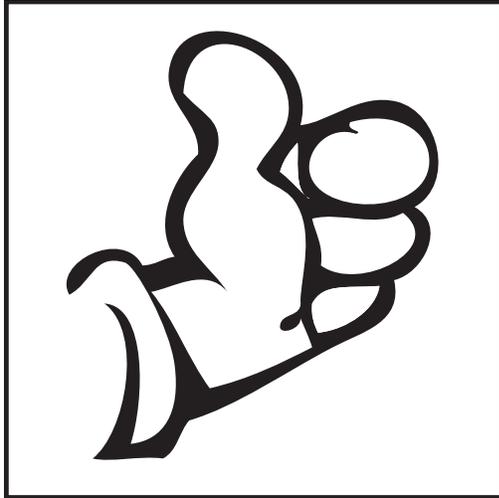
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ESL Grammar

SECONDARY 3



Amanda Juby

GRADES
5 6 S₁ S₂ **S₃** S₄ S₅

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The exercises in this book were compiled to act as a tool to facilitate the teaching and learning of grammar for ESL students. The worksheets in this document include a multitude of grammar points that will allow students to improve vocabulary, language structure and verb usage. Students are presented with an explanation of each point and then with an opportunity to practise. Combined with teaching and practice, these worksheets will help students improve their second language skills.



RULE OF THUMB

This icon signals the explanation of a grammatical rule.



REVIEW TIME

This icon signals a review activity in which students reinvest knowledge acquired from previous activities.



HELP SHEET

This icon signals a sheet that can be used by students to assist them in completing work and improving their second language.



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PRESENT PERFECT



We use the present perfect to talk about a time before the present or to talk about an action that started in the past and continued to the present.

Formation	Has or Have + past participle
Example	I have read that book many times

We can use the present perfect to talk about four different types of actions:

Experience	I have been around the world.
Change over time	My Chinese has improved since I started taking after-school lessons.
Accomplishments	My daughter has learned to say the alphabet.
Many actions at the same time	She has talked to eight people about the Christmas party.

A Fill in each sentence using the verb in brackets and the present perfect.

1. I _____ (write) the letter but I can't seem to find Kim's address to send it.
2. He _____ (not smoke) a cigarette in nearly four days. I am hopeful that he will finally quit!
3. I _____ (be) to Europe two times.
4. She _____ (grown) nearly three centimetres since the last time that I saw her.
5. They _____ (walk) the Appalachian Trail from Georgia to Gaspé.

B Look at the pictures of the nouns below. Using the present perfect, write a sentence containing the nouns.



1. _____



2. _____



3. _____



PAST PERFECT



The past perfect is used to talk about an action that was completed before something else in the past. When used with non-continuous verbs, the past perfect can be used to talk about something that started in the past and continued until another point in the past.

Formation	Had + past participle
Examples	You had studied English before you moved to Ontario for university. I had never been to the zoo before yesterday. We had had Hunter, our dog, for 15 years before she died.

A Complete each of the following sentences using the past perfect.

1. They _____ (not eat), so I reheated some leftovers.
2. I had the feeling that I _____ (meet) him before.
3. The pond _____ (overflow) by the time we got there.
4. Rob didn't get home until I _____ (leave) for work.
5. After they _____ (eat), they were both still hungry.

B Use each of the following verbs and the past perfect to write a sentence about the provided topic.

Topic: Sports

Verb: Run

Sentence: _____

Topic: School

Verb: Compose

Sentence: _____

Topic: Friendship

Verb: Lie

Sentence: _____

Topic: Current Events

Verb: Explode

Sentence: _____



FUTURE PERFECT



We use the future perfect to talk about actions that were completed before an event or action in the future. We also use it to talk about an action that will continue up until another action in the future.

Formation	Will have + past participle OR am/is/are + going to have + past participle
Examples	By next July, I will have earned my driver's licence. By Friday, Fred will have had my dog for two weeks. I am going to have read 16 books by the time school starts.

A Use the future perfect to complete each of the following sentences.

1. I _____ (finish) my degree by June 2017.
2. We _____ (listen) to the entire CD before you get back from the store.
3. They _____ (perfect) their jump shot before practice is over.
4. I _____ (visit) 10 countries by the end of our cruise.
5. You _____ (walk) five kilometres by the end of gym class.

B Write three sentences using the future perfect with the 'am/is/are + going to have + past participle' formation.

1. _____
2. _____
3. _____

C Write five sentences using the future perfect with the 'will have + past participle' formation.

1. _____
2. _____
3. _____
4. _____
5. _____



PRESENT CONTINUOUS



We use the present continuous to talk about actions that are happening now, actions that are in process but that we might not be doing right at this moment, actions that will happen in the near future and actions that happen often.

Formation	Am/is/are + present participle
Example	You are writing a story.
Now	You are sitting in English class.
In progress	At home, I am reading a book about a motorcycle gang.
Often happens	He is always bothering me!

A Write the indicated number of sentences using the present continuous for each of the uses.

Now

1. _____
2. _____
3. _____
4. _____

In progress

1. _____
2. _____
3. _____
4. _____

Often happens

1. _____
2. _____
3. _____



PAST CONTINUOUS



We use the past continuous to talk about actions that were interrupted in the past or to talk about actions that happened at the same time.

Formation	Was/were + present participle
Examples	You were running outside when she came by. I was listening to my MP3 player, so I couldn't hear you. At four o'clock yesterday, I was visiting my friend Jennifer.
Actions that happened at the same time.	I was studying while he was watching television. I was crying while he was packing his bags.

A Fill in the sentences using the past continuous.

1. I _____ (dance) until the music stopped.
2. He _____ (ride) his bike when the car struck him from behind.
3. They _____ (talking) until the fire alarm rang.
4. I _____ (read) while she _____ (make) our breakfast.
5. We _____ (laugh) while he _____ (try) to pick up the coin that we had glued to the floor.

B Write eight sentences using the past continuous.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



FUTURE CONTINUOUS



We use the future continuous to talk about actions in the future that are interrupted and actions in the future that will happen at the same time.

Formation	Will be + present participle
Examples	We will be waiting for her at the restaurant. I will be sleeping when he gets home.
Actions that happen at the same time.	I will be playing basketball while he is picking you up. While she is studying , he will be partying !

A Write six sentences for each using the future continuous. Where a verb is provided you must use it in your sentence.

1. (Dance) _____
2. _____
3. (Dream) _____
4. (Discuss) _____
5. _____
6. _____

B Write six sentences for each using the future continuous. These sentences must show two actions that will happen at the same time.

1. (Talk) _____
2. _____
3. (Listen) _____
4. (Drink) _____
5. _____
6. _____



STATIVE VERBS

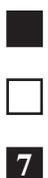


In English, some verbs are not used in the continuous tense. These verbs are called stative verbs. They describe states that can last a while.

Stative Verb List	
Agree	Involve
Appear	Lack
Astonish	Like
Be	Look
Believe	Love
Belong	Matter
Concern	Mean
Consist	Mind
Contain	Need
Deny	Owe
Depend	Own
Deserve	Please
Disagree	Possess
Dislike	Promise
Doubt	Realise
Feel	Recognize
Fit	Remember
Hate	Smell
Have	Sound
Hear	Suppose
Imagine	Taste
Impress	Think
Include	Understand

Some verbs can be either stative or dynamic.

Verb	Stative	Dynamic
Think	I think that basketball is the best sport.	I'm thinking about going to Japan.
Have	I have a dog.	I'm having a good time.
See	I see your point.	I've been seeing Frederic for one year.
Taste	This cookie tastes amazing.	The baby is tasting banana for the first time.





REVIEW TIME



Decide if each verb is dynamic or stative then check the appropriate column.

	Dynamic	Stative
I think that \$300 for an MP3 player is simply too expensive.		
You are being loud.		
I have one sister.		
I see your point of view.		
The punch tastes fantastic.		
I'm having a small gathering for New Year's.		
The dog jumped on the table and is tasting our supper!		
I'm thinking about buying a used car.		
I've been seeing my girlfriend for nearly three months.		
You have a beautiful home.		

A Use each verb in the stative and the dynamic form.

1. Think (stative): _____
2. Think (dynamic): _____
3. Have (stative): _____
4. Have (dynamic): _____
5. See (stative): _____
6. See (dynamic): _____
7. Taste (stative): _____
8. Taste (dynamic): _____



INTENSIFIERS



Intensifiers are adverbs. They enhance adjectives and other adverbs. They are placed before the words that they modify.

List of Intensifiers	
Hardly any	Never ever
Almost no	Just this once
Far between	Every once in a while
Quite a few	All too often
Far too many	Yet to
Far too much	A very
Much too much	A most
Way too many	Quite a
All too often	Not the least
No reason whatsoever	More often than not
Any reason whatsoever	Not in the least
Once and for all	

A Find two more intensifiers and list them below.

_____	_____	_____
_____	_____	_____



REVIEW TIME

Reminder: Intensifiers are adverbs. They enhance adjectives and other adverbs. They are placed before the words that they modify.

A Select the appropriate intensifier for each sentence.

1. There are (way too many / far between) loose dogs. It doesn't seem safe to go for a walk.
2. I have (never ever / just this once) lied to my parents. It is against my beliefs.
3. It is (a most / yet to) beautiful day!
4. I leave work early (more often than not / not in the least).
5. We are hoping that the judge's decision will end the feud (once and for all / much too much).

B Create a sentence using each of the following intensifiers.

1. Way too many: _____
2. Quite a few : _____
3. Yet to: _____
4. Every once in a while: _____
5. All too often: _____
6. Few and far between: _____
7. Almost no: _____
8. Just this once: _____
9. A most: _____
10. Never ever: _____



ADVERBS



Adverbs of Manner	Carefully Correctly Quietly Eagerly Easily	Fast Loudly Patiently Quickly		
Adverbs of Place	Abroad Anywhere Outside Upstairs Downstairs	Here Somewhere Home In There	Nowhere Out Underground	
Adverbs of Purpose	So So that Intentionally In order to Because	Purposely Since Accidentally		
Adverbs of Frequency	Always Every Never Often Rarely	Seldom Sometimes Usually		
Adverbs of Time	After Already Soon Yesterday During	Finally Then Just Last Tomorrow	Later Next When Now Recently	While





REVIEW TIME



A For each sentence circle the appropriate word (adjective or adverb).

1. The birds at the zoo were all very (colourful/ colourfully).
2. The boy fell off his moped and hurt himself (bad/badly).
3. The pilot was (seriously/serious) injured.
4. William was (terrible/terribly) upset at his son for breaking his curfew.
5. Jeffery can be very (selfish/selfishly).

B Find an adjective or adverb that begins with each of the indicated letters.

Adjectives	Adverbs
A	M
D	O
F	L
Q	A
P	S
T	R
B	B
N	T

C Select five of the words you found above and use each one in a sentence. Underline the adjectives and circle the adverbs.

1. _____
2. _____
3. _____
4. _____
5. _____



ADVERBS



REVIEW TIME



A Below you will find a list of action words. Create a sentence using the action word. In each sentence you must use an adverb to describe the provided action word. Underline the action word and circle the adverb.

1. (come) _____
2. (sing) _____
3. (play) _____
4. (arrive) _____
5. (visit) _____
6. (write) _____
7. (lock) _____
8. (swim) _____
9. (talk) _____
10. (slip) _____
11. (gain) _____
12. (read) _____

EXPLANATION TIME...

B Explain the difference between an adverb and an adjective. Give three examples of each.

Explanation: _____

Adverbs: _____

Adjectives: _____





REVIEW TIME



A Write the imperative in the correct sentence.

1. _____ your room.
2. Don't _____ the wet paint!
3. Let's _____ ball!
4. _____ me my jacket.
5. Let's _____ home!
6. _____ away!
7. _____ your work.
8. Please _____ in.

Come
Go
Clean
Play
Go
Correct
Give
Touch

B Write four original sentences using the imperative.

1. _____
2. _____
3. _____
4. _____

C Using the imperative, write in each of the listed places a sentence that you might hear.

1. (Soccer game) _____
2. (Supper table) _____
3. (Dog park) _____
4. (In a store) _____





REVIEW TIME



A Using the simple present, ask Joe questions about the topics below.

1. You know that Joe spends a lot of time online. You want to know what he does when he is on the computer.

2. You know that Joe loves the novel "The Room". You want to know what other novels he enjoys.

3. You know that Joe does not play basketball during physical education class. You want to know why.

4. You know that Joe moved to Montreal from St. Paul, Alberta. You want to know which city he likes better.

5. You know that Joe has an after-school job. You want to know what it is.

6. You know that Joe is not originally from Canada. You want to know what his background is.

B Think of three other questions that you would like to ask Joe. Remember they must be in the simple present.

1. _____
2. _____
3. _____





REVIEW TIME



A In the following text there are nine irregular verbs that have been used incorrectly. Underline them, record them on the lines below and write the correct form of the verb next to the verb that you removed from the text. Be sure to reread the story with the correct tenses when you are done.

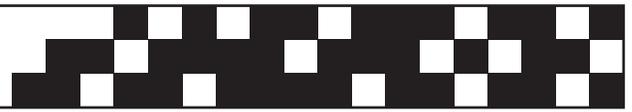
In Lennoxville, Quebec, tragedy struck on Saturday night. A young man who drink too much become hostile and engaged in a conflict with his friends. He claimed that his friend had not lend him enough money when he was broke after he lose \$500 at a recent poker tournament. The young man was yelling so loud that the neighbours were woken and hear all of the details of the argument. The sober young man, the one who has lent the money, speak in a soft voice in an attempt to calm the man, claimed witnesses. According to them, despite his best efforts he was unsuccessful. He know that it was useless to try to calm down his friend; he was out of control! He understand that he would have to wait until the next day to resolve the conflict.

Word from the text	Corrected version

B Select four of the corrected verbs and use them in a sentence.

1. _____
2. _____
3. _____
4. _____

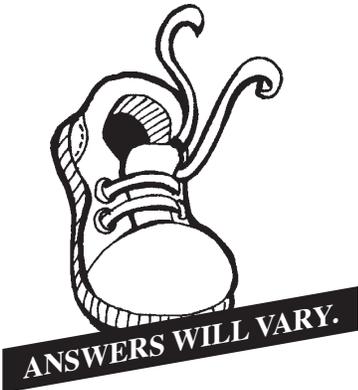




TELL ME YOUR HISTORY



A Look at each of the pictures. Pretend that you are each object. From the perspective of that object, compose a paragraph with seven to ten sentences describing your life as that object.









IDIOMS



A Match each idiom with the correct meaning.

- | | |
|--|--|
| 1. Grab the bull by the horns _____ | A. summarize |
| 2. In a nutshell _____ | B. dislike or hate |
| 3. Raining cats and dogs _____ | C. start over/forget the past |
| 4. Pull a rabbit out of a hat _____ | D. heavy rain |
| 5. Wipe the slate clean _____ | E. short amount of sleep |
| 6. Between a rock and a hard place _____ | F. surprised/stunned |
| 7. A deer in the headlights _____ | G. something unlikely |
| 8. Cat nap _____ | H. difficult situation |
| 9. Pull the rug out from under him/her _____ | I. take charge |
| 10. Sick and tired of... _____ | J. Surprise someone or cause him/her to be disorientated |

YOUR TURN...

B Find and record the meaning of each of the following idioms. Use each idiom in a sentence.

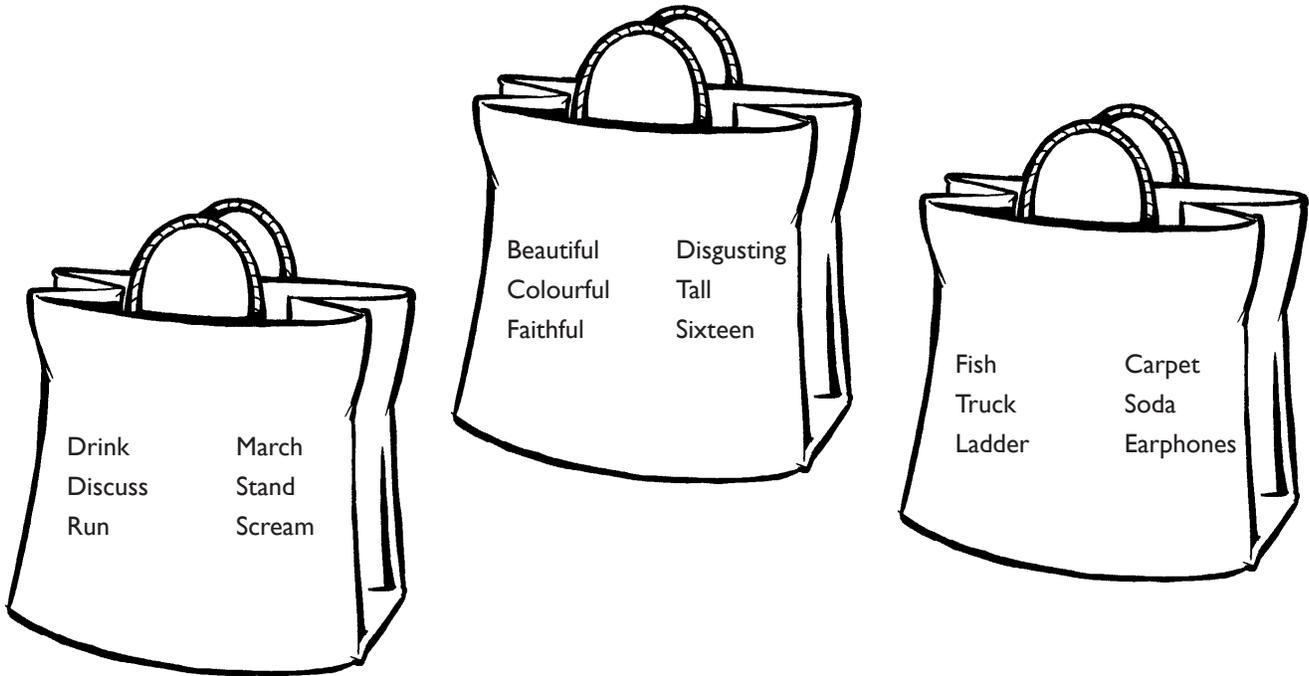
- Double-edge sword
Meaning: _____
Sentence: _____
- Music to my ears
Meaning: _____
Sentence: _____
- Bend over backwards
Meaning: _____
Sentence: _____



VOCABULARY



A Each bag contains a different part of speech (noun, verb and adjective). Pick one word from each bag and create a sentence. You can pick whichever tense you would like. You may only use each word once.



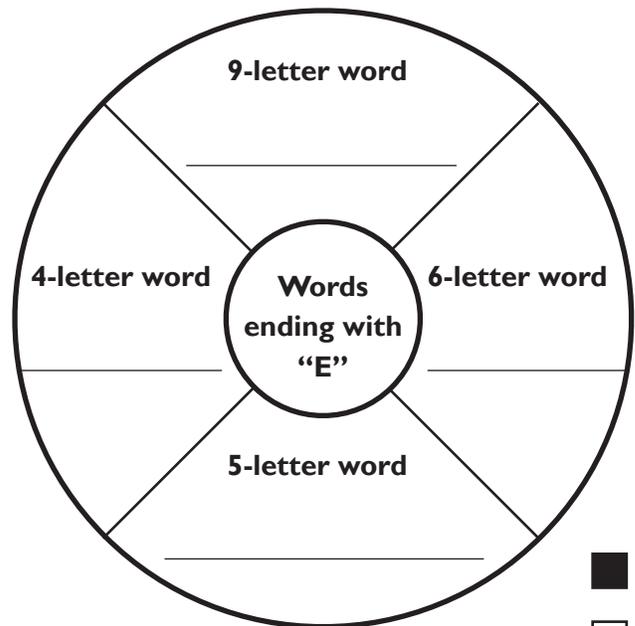
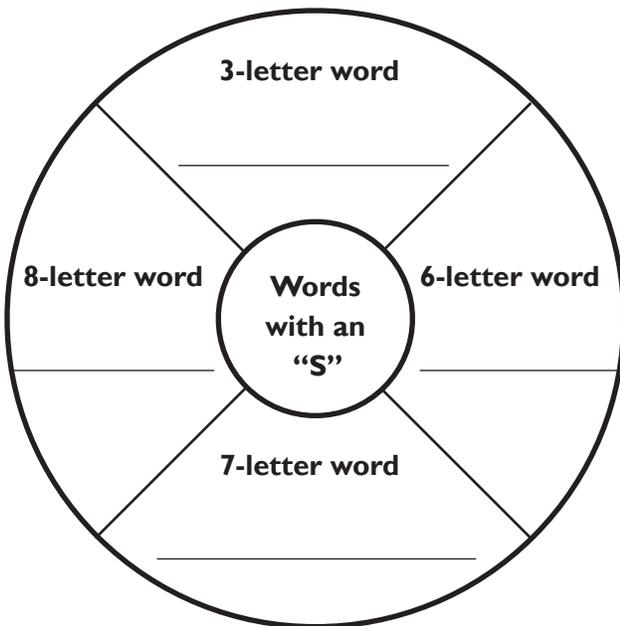
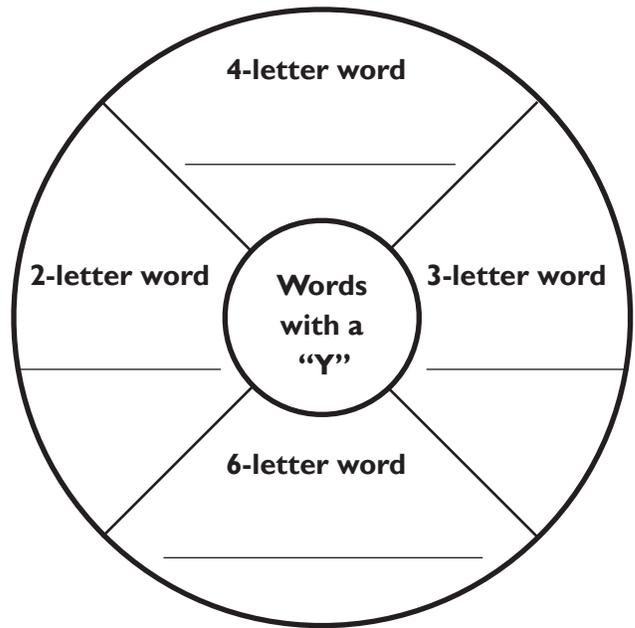
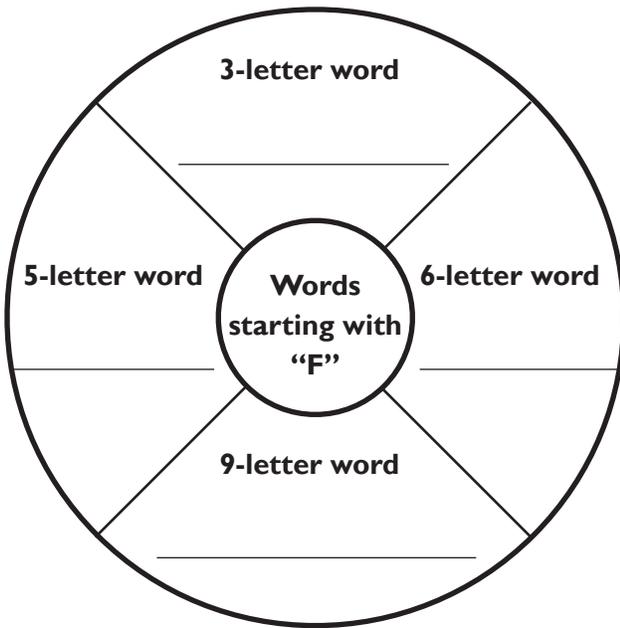
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



VOCABULARY WHEEL



A For each wheel, find words by using the letter and number of letters indicated on each vocabulary wheel.

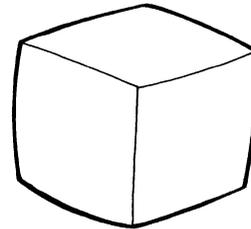
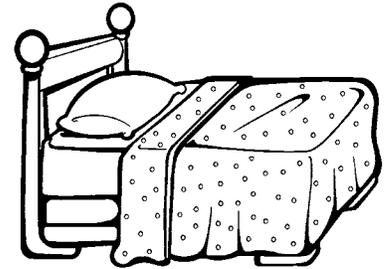
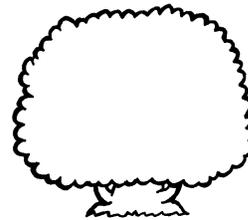
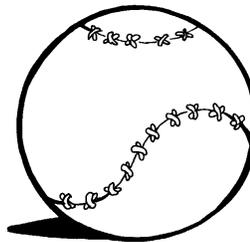


VOCABULARY PING-PONG



A Read the words listed in the left-hand column. Using the last letter of the word, create a new word that has the same number of letters as the word found in the left-hand column.

- | | |
|-------------|---------|
| Circular | R _____ |
| Rainbow | W _____ |
| Cube | E _____ |
| Bed | D _____ |
| Baggage | E _____ |
| Wilt | T _____ |
| Crib | B _____ |
| Knock | K _____ |
| Roses | S _____ |
| Any | Y _____ |
| Devastating | G _____ |
| Cop | P _____ |
| Irish | H _____ |
| Roll | L _____ |
| Collection | N _____ |



COMPOUND WORDS

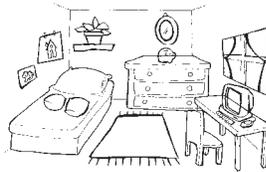


Words joined together to create a new word with a different meaning are known as compound words.

Examples: **Break + Fast = Breakfast**
Lunch + Room = Lunchroom



+



=



A Select the appropriate word and then record the compound word.

- | | | | | |
|------------------|----------------|------------------|--------------------|-----------------|
| 1. Sun + _____ | A) burn | B) lotion | C) worship | Compound: _____ |
| 2. Copy + _____ | A) scan | B) cat | C) original | Compound: _____ |
| 3. Water + _____ | A) drop | B) glass | C) falls | Compound: _____ |
| 4. Count + _____ | A) down | B) up | C) side | Compound: _____ |

B Use the four compounds above in and use them in an original sentence.

1. _____
2. _____
3. _____
4. _____

C Circle the compound word in each of the following sentences.

1. Rebecca and Dean enjoyed pancakes this morning.
2. The teacher gave us an impossible handout during our science and technology course.
3. Frederic is in the lot collecting firewood for this evening.
4. Have you had a chance to purchase a new headlight for the car?
5. The historic lighthouse towers over York Beach, Maine.



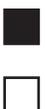
COMPOUND WORDS

REVIEW TIME



A Make a line between the left-hand column and the middle column to create a compound word. Then, make a line between the middle column and the right-hand column to make a new compound word.

- | | | |
|-----------|-------|-------|
| 1. Rain | fire | light |
| 2. Birth | ship | bag |
| 3. Hand | bow | band |
| 4. Back | out | book |
| 5. Fellow | light | house |
| 6. Hide | head | pit |
| 7. Fore | book | line |
| 8. Day | note | tie |
| 9. Foot | day | cast |
| 10. Stand | off | wreck |





REVIEW TIME



A Write a definition for each of the following words and then use each in a sentence.

1. Cartwheel

Definition: _____

Sentence: _____

2. Snowdrift

Definition: _____

Sentence: _____

3. Takeover

Definition: _____

Sentence: _____

4. Notebook

Definition: _____

Sentence: _____

5. Carport

Definition: _____

Sentence: _____

6. Lifesaver

Definition: _____

Sentence: _____

7. Forbid

Definition: _____

Sentence: _____



REVIEW TIME



A Look at each of the following sentences. After each word in the sentence, indicate the part of speech.

Noun	Verb	Adjective	Adverb	Article	Preposition	Pronoun
N	V	A	Ad	Ar	P	Pr

- I _____ love _____ hockey _____!
- The _____ bright _____ child _____ read _____ the _____ book _____ quickly _____.
- We _____ will _____ be _____ leaving _____ for _____ Asia _____ during _____ the _____ March _____ break _____.
- His _____ sister _____ goes _____ to _____ Wilson _____ Academy _____, a _____ private _____ school _____.
- I _____ haven't seen _____ William _____ in _____ about _____ three _____ days _____.
- Toundra _____ is _____ a _____ beautiful _____ brown _____ breed _____ of _____ dog _____.
- CEGEP _____ is _____ only _____ two _____ years _____ away _____!
- The _____ sunrise _____ was _____ breathtaking _____ . The _____ huge _____ orange _____ sun _____ looked _____ like _____ a _____ ball _____ of fire _____ .
- My _____ math _____ teacher _____ created _____ a _____ nearly _____ impossible _____ exam _____ .
- It _____ is _____ nearly _____ my _____ sweet _____ sixteen _____.



SUBJUNCTIVE



The subjunctive is used after five verbs:

Demand

Propose

Suggest

Insist

Recommend

Examples: I **insisted** that he do his homework.
Frederic **suggested** that I **follow** the course in January.
He **proposed** that we **eat** at McDonalds.

A Write a sentence using the subjunctive for each of the following.

1. Insist/talk _____
2. Recommend/spend _____
3. Suggest/travel _____
4. Demand/dive _____
5. Propose/walk _____

B Fill in an appropriate verb for each sentence.

Give

Accept

Close

Go

Come

1. The lawyer recommended that they _____ the offer.
2. He suggested that we _____ to the dance together.
3. Her mother insisted that we _____ home by midnight.
4. The principal proposed that we _____ the school for two days.
5. The thief demanded that the teller _____ him \$1500.



MODAL VERB – CAN



The modal verb 'can' is used to show that something is a possibility or to show the ability to do something.

- Examples:** She **can** run for a long time.
The car **can** reach a speed of 200 kilometres per hour.
My brother **can** stay out until midnight but I have to be home by 9 p.m.

Affirmative	Can	I can meet you at the cinema at 8 p.m.
Negative	Cannot	I cannot meet you at the cinema at 8 p.m.
Contraction	Can't	I can't meet you at the cinema at 8 p.m.

A Fill in the story using *can* and *cannot*.

William has been taking art courses for the past 10 years. His skills have improved a great deal. "When I first started learning, I couldn't do much", said William. "Now, I _____ sculpt clay, make water colour paintings, and I _____ even carve soapstone. I am excited that I _____ do all of these things; however, there are still some things that I _____ do. For example, I _____ oil paint and I _____ do tile mosaics. I know that if I keep studying, eventually I will be able to do these things. Well, I think that I _____, anyway!"

B Write a sentence using the words indicated.

1. (Can) _____
2. (Can't) _____
3. (Cannot) _____
4. (Can) _____
5. (Can't) _____
6. (Cannot) _____



MODAL VERB – MUST



You can use the modal verb 'must' to show obligation. When you use 'must' there is no choice or option involved. The action being described has to occur.

Examples: Tomorrow, I **must** hand in my assignment or I will get 0 %.
I **must** get to the store before it closes; we are out of milk.

A Think about the things that you have to do in a regular week. Write five sentences using 'must' that describe these things.

1. _____
2. _____
3. _____
4. _____
5. _____

B Look at the brochure for shark diving. Fill in the list of rules and requirements using 'must' or the negative form 'must not' or 'mustn't' .

Requirements	Rules
<ul style="list-style-type: none">• You _____ be at least 16 years old.• You _____ wear a wet suit.• You _____ bring any food with you, as it will attract the sharks.	<ul style="list-style-type: none">• You _____ feed the sharks.• You _____ stay in the boat until the instructor tells you otherwise.• You _____ dive with a partner for safety.• You _____ exit the water as quickly as possible.



MODAL VERB – SHOULD



You can use the modal verb 'should' when you are giving or asking for advice.

Examples: I **should** go and visit my grandmother.
Should I buy the green shirt?
You **should** try to be quiet if you don't want to wake them.

A Read each of the following letters written by people seeking advice. Respond to each using 'should' or 'should not'.

Dear Jill,

I have been having trouble getting my parents to let me stay out after 9 p.m. How can I convince them? What should I do?

Hi Jeff,

I made the senior soccer team! I am psyched! There is only one problem: the practices are on the same night as my math tutoring. What should I do?

John,

I can't decide if I should go to California or not. What do you think?

Dear Kim,

My best friend Stephanie suddenly stopped talking to me. I tried sending her an e-mail a week ago to see what is wrong and she still hasn't responded. What do you think I should do?

Mom,

I know that you are angry with me. I am really sorry about my report card grades. I guess I could have warned you that my marks weren't going to be very good. I am sorry. How can I make it up to you? What should I do?



SIMPLE SENTENCES



A simple sentence can be very short. What you must remember is that regardless of length it must contain a verb and convey a complete thought. Generally, sentences have a noun or a pronoun as subject.

Examples: Stop!
 She is 14 years old. Go!
 I am a student. I play baseball.

A simple sentence can have a predicate. A predicate gives information about the subject and contains a verb predicate.

Examples: My sister **is studying at Bishop's University.**
 I studied at the university of Ottawa.
 The pages of the book **are yellowing.**

Sometimes a simple sentence contains a complement.

Example: My sister and I studied **a lot.**

A **Decide if each is a sentence or not by checking the appropriate box. Be sure to your choice in the 'reason' column.**

Sentence	Yes	No	Reason
It happened at 12 p.m.			
Go home!			
I went home.			
When did it happen?			
A natural disaster was.			
Walking home.			
I had.			
It was starting at 4 p.m.			
It is yellowish.			





REVIEW TIME



A In each of the following sentence, circle the subject and underline the predicate.

1. Natural disasters are extreme.
2. Earthquakes and floods can strike anywhere.
3. Rising tides caused flooding.
4. Deadly volcanic eruptions do not happen often.
5. I have never experienced a natural disaster.
6. Everyone should have a safety plan.
7. Tornado season is March through August.
8. An avalanche is a quick movement of snow, mud or rock.
9. During a tornado, you should take shelter.
10. Earthquakes are measured by the Richter Scale.

B Write five sentences. Circle the verb and underline the predicate.

1. _____
2. _____
3. _____
4. _____
5. _____

C Write a sentence using each of the subjects listed below.

1. (the car) _____
2. (Montreal) _____
3. (a dog) _____
4. (children) _____
5. (hamburgers) _____



COMPLEX SENTENCES

REVIEW TIME



A complex sentence consists of three parts: two clauses (independent or dependent) and a subordinating conjunction.

Independent Clause: an independent clause has a subject and a verb. It represents a complete thought.

Examples: I enjoyed myself.
Krista messaged me.
We'll get it later.

Dependent Clause: a dependent clause has a subject and a verb; it does not represent a complete thought.

Examples: If I win a million dollars...
When I go home...

Subordinating conjunction: a subordinating conjunction introduces the dependent clause.

Examples: If I win a million dollars...
When I graduate...

COMPLEX SENTENCES

Formulation Independent clause + dependent clause + subordinating conjunction

It is important to remember that the dependent clause can come first or second in the sentence.

Examples: When I graduate, I plan on going to University.
Dependent Independent

People keep asking me when I am going to graduate.
Independent Dependent

If a dependent clause comes before an independent clause, you must place a comma after the dependent clause.



COMPLEX SENTENCES



REVIEW TIME



A Decide if each sentence is independent or dependent then check the appropriate column.

	Independent	Dependent
The smell of the flowers might		
When I am finished with the dishes		
I went home		
When Stephanie yelled		
Unless it arrives		
I haven't seen her		
When I get it		
They received it		
I caught it		
Be back by 12 p.m.		

B Create each of the following:

Three Independent Clauses
1. _____
2. _____
3. _____

Three Dependent Clauses
4. _____
5. _____
6. _____

Three Complex Sentences
1. _____
2. _____
3. _____



SUBORDINATING CONJUNCTIONS



Conjunctions	Meaning	Examples
When	TIME	I will be moving when the lease is up.
Before		Before I go to the gym, I eat a snack.
After		After I finish, I will give you a call.
Until		I won't know until I read the book.
Because	CAUSE AND EFFECT	I won't be able to go because of the weather.
Since		Since I won't be going, there is no point in talking about it.
Although	CONTRAST	I'm not afraid of storms, although thunder makes me jump.
If	CONDITION	If the rain stops, I will go biking.
Where	PLACE	Tell me where the peanut butter is, please.



SUBORDINATING CONJUNCTIONS

REVIEW TIME



A Fill in each sentence with the appropriate conjunction.

1. Could you tell me _____ (time) the movie starts?
2. I will be late _____ (cause and effect) I have tutoring until 6 p.m.
3. _____ (time) I go to Cuba, I need to practise my Spanish.
4. I am not poor, _____ (contrast) I would never waste money.
5. Tell me _____ (place) I should meet you.
6. _____ (cause and effect) I've been living here, I have learned how to use the metro system.
7. _____ (condition) you agree to give it to me, I will return the favour.
8. _____ (time) I eat peanuts, I have an allergic reaction.
9. Let's go out to eat _____ (time) the movie begins.
10. I know that we won't get our grades _____ (time) Bill writes the exam.

B Use each of the subordinating conjunctions in a sentence.

1. Before _____
2. Until _____
3. Although _____
4. Where _____
5. If _____
6. When _____
7. After _____
8. Because _____



SINGULAR AND PLURAL



RULE 1

Sometimes a plural noun is used for one object having two parts.

Example: jeans, pants, scissors, glasses

When using these nouns, you must use a plural verb.

Examples: Your jeans are very nice.
The glasses aren't where I left them.

RULE 2

The plural verb form is used with police.

Example: The police are interrogating him in the station.

RULE 3

Some nouns that end in -ics, seem plural but actually take the singular verb form.

Example: Economics is my favourite subject.

RULE 4

For a sum of money, time or distance, we use the singular verb form.

Examples: Ten kilometres is a short distance.
Five dollars is not a lot of money.
Six years in Nunavik is not so long.



SINGULAR AND PLURAL

REVIEW TIME



A Write a sentence using each of the following nouns. Be sure to follow the rules!

1. (Glasses) _____
2. (Pyjamas) _____
3. (Binoculars) _____
4. (Scissors) _____
5. (Pants) _____
6. (Shorts) _____
7. (Jeans) _____
8. (Police) _____
9. (Economics) _____
10. (Politics) _____

SINGULAR TO PLURAL REVIEW

B Convert each singular noun into a plural.

- | | |
|----------------|-------------------|
| 1. Penny _____ | 6. Computer _____ |
| 2. Puppy _____ | 7. Hex _____ |
| 3. Bus _____ | 8. Dragon _____ |
| 4. Fruit _____ | 9. Lunch _____ |
| 5. Beach _____ | 10. Sister _____ |

C Write an e-mail to a friend. Your message must include three plural nouns from section B.



CONTRACTIONS



REVIEW TIME



Wouldn't
Can't

Couldn't
Won't

Shouldn't

A Fill in each sentence with the appropriate contraction.

1. I _____ believe that it is already July!
2. I _____ get the car to start. It's cold and I forgot to plug it in.
3. I _____ tell you this because it is a secret, but William and Sarah are moving to the United States.
4. I _____ lie to the judge. There is too much at stake.
5. I _____ pull the cat's tail if I were you. He can be vicious!

B Write an original sentence using each of the following contractions.

1. (Wouldn't) _____
2. (Couldn't) _____
3. (Shouldn't) _____
4. (Can't) _____
5. (Won't) _____

C Write five questions using the following contractions.

1. (Shouldn't) _____
2. (Couldn't) _____
3. (Wouldn't) _____
4. (Can't) _____
5. (Won't) _____



PHRASAL VERBS



REVIEW TIME



A Match a word from each column to create a phrasal verb. Write the meaning on the line in the last column and then use each word in a sentence.

Verb Part 1	Verb Part 2	Phrasal Verb	Meaning
Lock	In		
Break	Up		
Come	Out		
Come	Up		
Look	Down		
Sign	With		
Burn	Down		
Move	Forward		

B Use each of the phrasal verbs from above in a sentence. Be sure to circle the phrasal verb in your sentence.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



REVIEW TIME



C Match each phrasal verb with the correct meaning.

- | | |
|---------------------------|---------------------------|
| 1. Ask out • | • Quit |
| 2. Check in • | • Invite on a date |
| 3. Drop out • | • Register at the airport |
| 4. Find out • | • Stop trying |
| 5. Get something across • | • Wait a short time |
| 6. Get away • | • Phone |
| 7. Give up • | • Remember |
| 8. Hold on • | • Exercise |
| 9. Look after • | • Explode |
| 10. Pass out • | • Communicate |
| 11. Run out • | • Discover |
| 12. Take off • | • Take care of |
| 13. Think back • | • Faint |
| 14. Work out • | • Have none left |
| 15. Blow up • | • Start to fly |
| 16. Break in • | • Force entry |
| 17. Break out • | • Escape |
| 18. Call someone up • | • Go on vacation |



PREPOSITIONS - IN, AT AND TO



IN We use the preposition 'in' with static verbs and places.

Examples: I live in Quebec.

Stay in the car, please.

AT We use the preposition 'at' with static verbs and places.

Examples: At the movie theatre, there are candy machines.

At home, I often wear slippers.

TO We use the preposition 'to' with active verbs.

Examples: Go to the corner store!

Could you please walk to school today?

A Complete each of the following sentences with the appropriate preposition.

1. I live _____ the province of Alberta.
2. I have resided _____ the same apartment my entire life.
3. You will find out about all of the details _____ the meeting on Friday.
4. I haven't been going _____ dance class often enough.
5. I live _____ 745 Crescent Street.
6. Please stay _____ the building while I check and see if it is safe outside.
7. I would love to travel _____ Peru.
8. I have been _____ about thirty different American states in the last ten years.

B Write three sentences for each of the following prepositions.

IN

1. _____
2. _____
3. _____

AT

1. _____
2. _____
3. _____

ON

1. _____
2. _____
3. _____





REVIEW TIME



FOR

We use the preposition 'for' to show the duration of something.

Examples: I have been feeling sick for three days.
I have been on vacation for four weeks.

WHILE

We use the preposition 'while' with a verb to show two actions happening at the same time.

Examples: While I was working, he was reading.
He bought me a surprise while I was at school.

DURING

We use the preposition 'during' with a noun to show when an event happened or happens.

Examples: During my exam, the fire alarm sounded.
I will be going to Hawaii during the Christmas break.

A

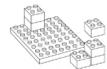
Look at each of the illustrations. Use the illustration and the indicated preposition to create an original sentence.



1. (While) _____



2. (During) _____



3. (For) _____



4. (During) _____



5. (While) _____



6. (For) _____



7. (While) _____



8. (During) _____





REVIEW TIME



A For each of the provided rules, write two original sentences.

Rule	Sentences
Capitalize the first word of a sentence	1. _____ 2. _____
Capitalize the pronoun 'I'	1. _____ 2. _____
Capitalize proper nouns	1. _____ 2. _____
Capitalize days of the week, months and holidays	1. _____ 2. _____
Capitalize the name of organizations	1. _____ 2. _____
Capitalize the name of products	1. _____ 2. _____
Capitalize events	1. _____ 2. _____
Capitalize titles that come before names	1. _____ 2. _____



CREATIVE WRITING



A Create three short texts (five to eight sentences) that start with the following prompts.

“Look up! What is that?”

When I opened my eyes all I could see was...

The loud clanging noise stopped when...



WHO, WHOM, WHOSE



'Who', 'whom' and 'whose' are pronouns.

Who Use	is a pronoun in the subjective. It can only be used as the subject of a sentence or a clause.
Example	Who is that man?
Whom Use	is a pronoun in the objective. It can only be used as the object of a verb or preposition.
Example	For whom are you calling?
Whose Use	is a pronoun in the possessive. It is used to show possession.
Example	I don't know whose dog that is.

A Complete each sentence with 'who', 'whom' or 'whose'.

1. The family _____ lives there is very nice.
2. _____ shoes are on top of my coat?
3. My father, with _____ I travelled, had a great time.
4. My sister, _____ favourite band is AC/DC, is coming to the concert.
5. _____ wants an ice cream?

B Write a sentence with each.

1. (Who) _____
2. (Whom) _____
3. (Whose) _____
4. (Whom) _____
5. (Who) _____
6. (Whose) _____



MODAL AUXILIARY VERB – CAN



The word can is used in a sentence to show an ability (something you can do), to ask permission , to show that you want to do something or that there is a possibility of something happening.

Examples:

Ability	I can play the guitar.
Permission	Can I go to the mall?
Willingness	Can you hand me the phone, please?
Possibility	Smoking can make you sick.

A Write a sentence for each using 'can' .

1. (ability) _____
2. (permission) _____
3. (willingness) _____
4. (ability) _____
5. (possibility) _____
6. (willingness) _____
7. (permission) _____
8. (possibility) _____

The modal auxiliary verb '**Can**' can also be used in the negative as '**Cannot**' or '**Can't**'.

Example: I can't skate. (ability)

B Write three sentences showing your abilities using 'can' and write three things you can't do.

CAN

CAN'T



MODAL AUXILIARY VERB – COULD



'Could' can be used in several ways:

1. To replace **can** (conditional)
2. To be the past of **can**
3. To show that something is possible. In this form, it has a meaning similar to **might**.

Examples:

Replace can	You could go to Toronto if you want to.
Past of can	They couldn't go yesterday – they were studying.
Show Possibility	Jim and John could already be at the theatre.

A Write a sentence with each

1. (past) _____
2. (possibility) _____
3. (possibility) _____
4. (as can) _____
5. (past) _____

B Could vs. Can – Circle the correct word to complete the sentence.

1. I (can / could) skate if I took lessons.
2. Lola (can / could) stay in bed today; she's sick.
3. I can't / couldn't) do any more math problems.
4. She (can / could) speak Italian and English.
5. He (can't / couldn't) see his feet before he lost weight.





REVIEW TIME



A Put the letters in the right order to create an adjective.

Answers	
slgmaorou	
gbi	
tfnia	
dtrene	
dpuro	
nyit	
yscra	
hsrot	
ngouy	
eewst	
namy	
mymuy	
ltasy	
ghlit	
rawm	
shref	
dlo	
ttreib	
wef	
fffluy	

