



Strategies for Grammar

QLWG
Essential Life Skills
Unit 14

QLWG Skills for Life

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QLWG Skills for Life Series

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years

QLWG *Skills for Life Series*

Strategies for Grammar

Unit #14

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WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

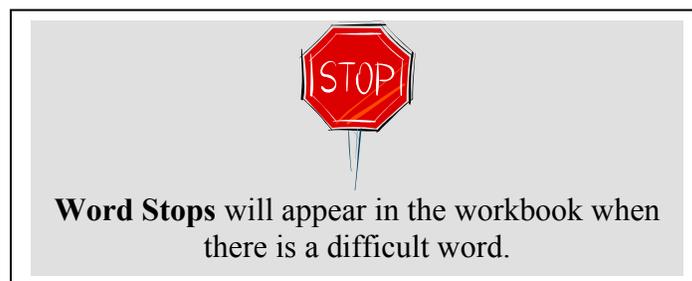
Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



“Act the part; walk and talk exactly as if you were already the person you want to be.”

~Brian Tracy

Strategies for Grammar

"Grammar is the logic of speech, even as logic is the grammar of reason."
~Richard C. Trench



Introduction:

Grammar is the system of rules by which we form words and sentences. Grammar is important for writing, reading and speaking. This unit will acquaint you with some of the main grammar rules and uses of the English language.

In this unit, you will:

- learn about parts of speech.
- practice using nouns and pronouns.
- learn when to use capital letters.
- practice using verbs.
- practice using adjectives and adverbs.
- learn about proper punctuation.

Strategy 1: Know the Parts of Speech



Grammar groups words by eight parts of speech. Each part of speech explains how the word is used in a sentence. In this section, you will learn about the eight parts of speech.

The table below shows you the different parts of speech.

Part of Speech	When We Use It	Examples
1. Noun	A word that is a person, place, thing or idea.	<i>John, woman, St. Lawrence River, dog, friendship</i>
2. Pronoun	A word that takes the place of a noun.	<i>I, you, he, this, that, who, which, everyone</i>
3. Verb	A word for an action or way of being.	<i>eat, run, write, be, seem</i>
4. Adjective	A word that is used to describe a noun or pronoun.	<i>happy, cute, proud, purple, French, few</i>
5. Adverb	A word that describes a verb or tells how, where or when something is done.	<i>quickly, very, too, loudly, finally, yesterday, next</i>
6. Preposition	A word that relates nouns or pronouns to other words.	<i>in, to, with, around, of, within</i>
7. Conjunction	A word that is used to join words or groups of words.	<i>and, or, but, because, while</i>
8. Interjection	A word used to express strong emotion.	<i>Wow! Ah! Oh! No!</i>

ACTIVITY:

Review the parts of speech and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Name the part of speech for the groups of words.

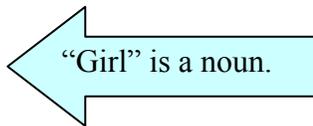
library, pencil, file	Example: Noun
1. run, sleep, learn	
2. slowly, quickly, sadly	
3. blue, small, nice	
4. I, you, they	
5. and, but, because	
6. to, over, on	
7. Wow!, Awesome!, Ouch!	

Exercise 2: Name the part of speech for the underlined words.

Example: The girl is eating.

(What part of speech is the word “girl” in this sentence?)

- a) verb
- b) adjective
- c) **noun**
- d) adverb



1. The girl ate a delicious apple.

- a) adjective
- b) noun
- c) verb
- d) adverb

2. Mary wants to study Math this fall.

- a) adjective
- b) noun
- c) pronoun
- d) verb

3. Jill wrote a long essay.

- a) noun
- b) adverb
- c) verb
- d) adjective

4. The child kicked the red ball.

- a) noun
- b) adjective
- c) adverb
- d) verb

5. Everyone thinks the cafeteria food is terrible.

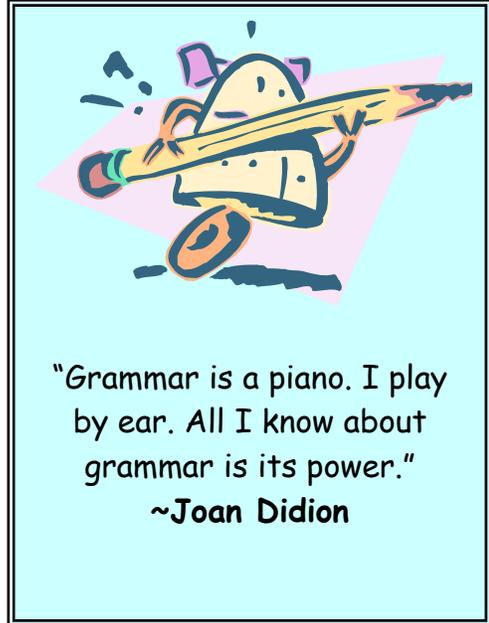
- a) verb
- b) noun
- c) pronoun
- d) adjective

6. I am sad.

- a) pronoun
- b) verb
- c) adjective
- d) noun

7. The birds fly together.

- a) noun
- b) verb
- c) adverb
- d) adjective



8. I like apples and oranges.

- a) noun
- b) conjunction
- c) adjective
- d) preposition

9. The book is on the table.

- a) noun
- b) conjunction
- c) adjective
- d) preposition

10. It is dark in here. Can we light a candle?

- a) verb
- b) pronoun
- c) adverb
- d) noun

11. I like him because he's nice.

- a) noun
- b) conjunction
- c) adjective
- d) preposition

12. Please drive slowly.

- a) noun
- b) verb
- c) adverb
- d) adjective

"It is well to remember that grammar is common speech formulated."
~William Somerset Maugham

Strategy 2: Know How to Use Nouns



In this section, you will learn the basics of noun usage.

Singular and Plural Nouns

- All nouns have a **singular** or **plural** form.
- To make a word plural, you usually add “s”.

Example:

The girl ate an apple. BECOMES The girls ate apples.

Extra Rules for Plural Nouns:

- For words ending in “y”, add “ies” (if “y” follows a **consonant**).
Example: candy - candies; jelly - jellies
- For words ending in “ch”, add “es”.
Example: watch - watches; peach - peaches
- For words ending in “s”, add “es”.
Example: grass - grasses; glass - glasses
- For words ending in “o”, add “es”.
Example: potato - potatoes; tomato - tomatoes



WORD STOP

1. **singular** (sing-gyuh-ler): only one.
2. **plural** (ploor-uhl): more than one.
3. **consonant** (kon-suh-nuhnt): a letter of the alphabet that is not a vowel.

Irregular Plurals

For most nouns, you just have to add an “s”, “es” or “ies” to make the word plural. But some nouns have special (or **irregular**) plural forms.

Noun type	Forming the plural	Examples
Ends with “fe”	Change “f” to “v” and add “s”	knife - knives wife - wives life - lives
Ends with “f”	Change “f” to “v” and add “es”	half - halves wolf - wolves shelf - shelves
Unchanging	Same as the singular form	fish sheep deer

Other Irregular Plurals:

Singular

1. child
2. man
3. tooth
4. goose
5. woman
6. mouse
7. foot

Plural

- children
- men
- teeth
- geese
- women
- mice
- feet

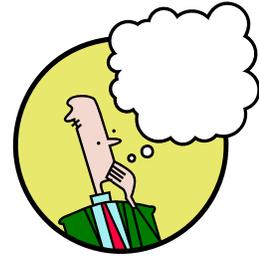


WORD STOP

1. **irregular** (i-reg-yuh-ler):
does not follow general rules.

Count and Non-Count Nouns

There are two kinds of nouns: count nouns and non-count nouns. It is important to understand the difference as they each follow special rules.



COUNT NOUNS can be counted.

1. They often have the article “a/an” before if they are singular. (The real meaning of “a” is “one”)
 - There is an apple on the table.
2. You add an “s” to plural count nouns.
 - There are apples on the table.
3. You use “many” with non-count nouns.
 - Do you have many friends?
 - I have many friends.

NON-COUNT NOUNS cannot be counted, such as rice or water.

1. There is no “s” at the end – always singular
2. You use “much” with non-count nouns.
 - Do you have much time?

Note:

You can use “a lot” with both count and non-count nouns:

- Do you have a lot of friends?
- Do you have a lot of homework?

How do you know if a noun is count or non-count?

You can usually decide if a noun is count or non-count by thinking about it.

COUNT NOUNS are objects that can be counted.



You can count four oranges.

NON-COUNT NOUNS are often substances (such as sand, water or rice) that cannot be easily counted or they may be large or **abstract** ideas or things like “nature”, “space”.



You cannot count water.



WORD STOP

1. **abstract** (ab-strakt): not concrete.

Know the different categories of non-count nouns.

The table below has examples of different types of non-count nouns.

Category	Examples
Abstract Ideas or Things:	advice, courage, fun, help, honesty, information, intelligence, knowledge, nature, peace, space, etc.
Food	bread, cheese, chicken, ham, butter, fish, meat, popcorn, pork, toast, etc.
Liquids	coffee, gasoline, milk, oil, soup, syrup, tea, water, wine, etc.
Gases	air, exhaust, helium, pollution, smog, smoke, steam, etc.
Groups of Items	baggage, clothing, furniture, hardware, luggage, equipment, mail, money, etc.
Materials	aluminum, asphalt, chalk, cloth, concrete, cotton, glue, lumber, wood, wool, etc.
Activities	chess, homework, housework, music, reading, singing, sleeping, baseball, tennis, work, etc.
Particles or Grains	corn, dirt, dust, flour, hair, pepper, rice, salt, sugar, etc.

ACTIVITY:

Review the rules for nouns and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Write down the plural forms of the following nouns.

Example: knife: knives

- | | | | |
|-----------|-------|------------|-------|
| 1. woman: | _____ | 2. foot: | _____ |
| 3. cat: | _____ | 4. watch: | _____ |
| 5. fox: | _____ | 6. candy: | _____ |
| 7. wife: | _____ | 8. wolf: | _____ |
| 9. mouse: | _____ | 10. child: | _____ |

Exercise 2: Write down the singular forms of the following nouns.

Example: tomatoes: tomato

- | | | | |
|-------------|-------|-------------|-------|
| 1. geese: | _____ | 2. taxes: | _____ |
| 3. boxes: | _____ | 4. cities: | _____ |
| 5. matches: | _____ | 6. shelves: | _____ |
| 7. men: | _____ | 8. mangoes: | _____ |
| 9. glasses: | _____ | 10. ponies: | _____ |

Exercise 3: Change the underlined words in the sentences to their plural form. Rewrite the whole sentence.

1. The dentist checked my broken tooth.

2. I installed a new shelf last night.

Exercise 4: Put an **NC** next to the non-count nouns and a **C** next to the count nouns.

Example: letter **C**

- | | | | | | |
|------------|-----|----------|-----|-------------|-----|
| 1. world | ___ | 2. child | ___ | 3. homework | ___ |
| 4. book | ___ | 5. water | ___ | 6. tennis | ___ |
| 7. acid | ___ | 8. cat | ___ | 9. vase | ___ |
| 10. poetry | ___ | 11. ham | ___ | 12. flower | ___ |
| 13. banana | ___ | 14. pen | ___ | 15. rice | ___ |
| 16. garden | ___ | 17. card | ___ | 18. sand | ___ |

Exercise 5: Finish the sentences with “many” or “much”. Use “many” before count nouns and “much” before non-count nouns.

Example: Do you have much time?

1. Do you have _____ money?
2. Does Sam have _____ friends?
3. I have so _____ work to do!
4. Why does George have so _____ dogs?
5. There is too _____ water in the pool.

Exercise 6: Look at the underlined words in the sentences. Put an **NC** under the non-count nouns and a **C** under the count nouns.

1. Most men in my family don't drink wine.
2. I will go to the store to buy some milk.
3. Let's play some music.
4. The children sang a song about peace.

Strategy 3: Know When to Use Capitalization



Capitalization is the use of capital (or big) letters. In this section, you will learn when to use capitalization.

The Rules of Capitalization

1. Capitalize the first letter of the first word of a sentence:
 - The cats are cute.
2. Capitalize days of the week and names of months:
 - I was born on a Monday in January.
3. Capitalize the pronoun “I”:
 - Sam and I walked to the store.
4. Capitalize names of people:
 - Sam Smith and Harry Logan are good friends.
5. Capitalize titles of people:
 - I went to see Doctor Smith last week.
6. Capitalize holidays:
 - My favourite holiday is Canada Day.
7. Capitalize names of companies:
 - I often shop at The Bay.
8. Capitalize languages, religions and nationalities:
 - Do you speak Spanish?
 - Christianity, Buddhism and Islam are some of the world's religions.
 - My father is Swiss.
9. Capitalize names of places:
 - I was born in Montreal, Quebec.
10. Capitalize the nouns, pronouns and verbs in the title of books, stories and/or articles. The first word of a title is always capitalized:
 - Have you read The Da Vinci Code?

ACTIVITY:

Review the rules for capitalization and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Fix the sentences by adding capital (or big) letters where they belong. Rewrite the whole sentence.

Example:

my father is swiss. BECOMES My father is Swiss.

1. did john go to mexico?

2. can i come in?

3. my children love holidays.

4. sam works every monday and wednesday.

5. many people celebrate christmas in december.

Exercise 2: Fix the mistakes with capital (or big) letters and then explain why it is wrong.

1. Do you like doctor Smith?

2. I was born in france.

3. When do we celebrate canada day?

Strategy 4: Know How to Use Pronouns



In this section, you will learn how to use pronouns.

What's a Pronoun?

A pronoun is a word that replaces a noun. Instead of repeating the same noun all the time, we use pronouns.

Examples of nouns:

- John (person)
- Montreal (place)
- table (thing)

Example:

John bought a table. (with nouns)

- He bought a new table. (with pronoun)
- John bought it. (with pronoun)

Pronoun Rules:

1. The pronouns *I, we, you, he, she, it* and *they* go before verbs.
2. The pronouns *me, us, you, him, her, it* and *them* go after verbs.

Example:

Bob talks to Sara every day.

- He talks to Sara every day. (Pronoun for Bob)
- Bob talks to her every day. (Pronoun for Sara)
- He talks to her every day. (Pronoun for Bob and Sara)

Personal Pronouns

The chart below shows you personal pronouns. Look at the chart to see if you know how to use these pronouns.

Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns
I	me	mine	myself
you (singular)	you	yours	yourself
you (plural)	you	yours	yourselves
he	him	his	himself
she	her	hers	herself
we	us	ours	ourselves
they	them	theirs	themselves
it	it	its	itself

Important!

We also have possessive adjectives to show that something belongs to somebody. They are:

- *my, your, his, her, our, their, its*

We use possessive adjectives to show that something belongs to someone. They are in the same family as pronouns even though they do not replace a noun.

Example:

- That is my book.



The noun “book” is not replaced. Its possession is being described.

When to Use Personal Pronouns

Rule 1: A subject pronoun is used to replace the subject (or doer) in a sentence.

Example:

➤ George ate lunch. ➡ He ate lunch.

Rule 2: An object pronoun is used to replace an object (usually the person or thing after the verb) in a sentence.

Examples:

➤ George ate an apple. ➡ George ate it.

➤ George likes Sara. ➡ George likes her.

Rule 3: A possessive pronoun shows that something is owned by somebody.

Examples:

➤ Julie's car is red. ➡ Her car is red.

➤ I already ate my lunch. ➡ I already ate mine.

Rule 4: A reflexive pronoun is a special kind of pronoun. It is usually used when the object of a sentence is the same as the subject.

Examples:

➤ I hurt myself.

➤ He looked at himself.

Note: We also use reflexive pronouns to stress the subject.

➤ I did it by myself! OR She bought the car by herself.

Rule 5: Possessive pronouns and possessive adjectives should not be confused. Remember:

- Possessive pronouns replace nouns.
- Possessive adjectives show that something belongs to someone (or some thing).

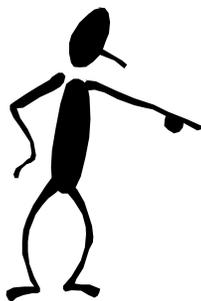
Examples:

- John's car is blue. Mine is red. (“Mine” replaces “My car”.)
- That is my car. (“my” shows who owns the car.)

Demonstrative Pronouns

Demonstrative pronouns are used to point out a particular item. They are as follows:

Demonstrative Pronoun	When it's used
This	For something that is close to the subject (singular).
That	For something that is away from the subject (singular).
These	For some things that are close to the subject (plural).
Those	For some things that are away from the subject (plural).



That is my dog.



These are my cats.

ACTIVITY:

Review the rules for pronouns and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Look at the word in brackets and add the correct subject pronouns.

Example: He often reads books. (Rob)

1. _____ is dreaming. (Henry)
2. _____ is green. (the paper)
3. _____ are on the wall. (the posters)
4. _____ is running. (the mouse)
5. _____ are watching TV. (my husband and I)
6. _____ are in the garden. (the flowers)
7. _____ is riding his bike. (Harry and Sara)
8. _____ is from Mexico. (Teresa)
9. _____ have a brother. (You and Sam)
10. Do _____ have a computer? (George and John)

Exercise 2: Look at the word in brackets and add the correct object pronouns.

Example: I like it (grammar)

1. John is talking to _____. (William)
2. We like _____. (the new apartment)
3. Could you pass _____? (the books)
4. I would like to see _____. (you and Victoria)

5. Where are _____? (Sam and Victoria)
6. Tony called _____ last night. (his mother)
7. I bought _____ yesterday. (these pants)
8. Sorry, I broke _____. (your computer)
9. Can you help _____? (my sister and me)
10. Can you tell _____ the way to the airport? (the people)

Exercise 3: Underline the best word to finish the sentence.

(**Note:** Sometimes you need a possessive pronoun, sometimes you need a possessive adjective.)

Example: I don't like (my / mine) neighbours.

1. He came to see (me / mine) last night.
2. William and Tracy love (them / their) dog.
3. (Your / Yours) pen is on the table. (My / Mine) is in my hand.
4. (Ours / Our) school is in the mountains.
5. Patricia lives near (her / hers) mother.
6. The bird sang (it / its) happy tune.
7. Those keys are (your / yours).
8. (My / Mine) dog is small. (They / Theirs) is really big.

"Language is the blood of the soul into which thoughts run
and out of which they grow."

~Oliver Wendell Holmes



Exercise 4: Finish each sentence with the correct reflexive pronoun.

Example:

➤ John hurt himself while he was fixing his car.

1. At noon, we went to the cafeteria to buy _____ some lunch.
2. Welcome to the party! Just help _____ to the snacks.
3. Did you take classes to learn French or did you teach _____?
4. Mary always checks _____ in the mirror. She likes to look her best.
5. My son tied his shoelaces by _____ this morning. He was very proud of _____.
6. A lion can defend _____.
7. Tim and Bob, if you want another drink, help _____.
8. I hate to see _____ in pictures. I always look funny.

Exercise 5: Underline the correct demonstrative pronoun.

Example:

➤ (This / That / These / Those) keys on the table are mine.

1. Look at (this / that / these / those) building across the street. It's huge.
2. Don't play by (this / that / these / those) garbage dump over there.
3. Could you sign (this / that / these / those) card in my hand?
4. I would like (this / that / these / those) cupcakes on the table.
5. (This / That / These / Those) cupcake on my plate is delicious.
6. What does (this / that / these / those) sign next door mean?
7. Do not touch (this / that / these / those) bottles under the sink. They are poisonous.
8. How many of (this / that / these / those) vitamins in my hand do I need to take?

Exercise 6: Finish the sentences with the correct pronouns (subject, object, possessive, reflexive or demonstrative pronouns).

1. You shouldn't let children play _____ with knives. _____ might hurt _____.
2. Ouch! I cut _____.
3. _____ painting on the wall over there is so colourful!
4. Do you know George? _____ just moved here from Brazil.
5. The bus usually leaves at 7:00 a.m. sharp, but today _____ was late.
6. My children like Disney films. I bought this video for _____.
7. My wife and I love sweets. These candies are for _____.
8. I just bought _____ first car. I love owning a car.
9. Your car is red, but (John's) _____ is blue.
10. I did my homework all by _____.
11. I find _____ exercises (that I'm doing right now) to be pretty easy.
12. A: How long have you known Heidi?
B: I have known _____ for three years.



"Grammar, which knows how to control even kings." ~Moliere

How are you doing?



Complete the questionnaire to keep track of your learning.

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

Yes

No

2. If you answered “No”, explain what you did not complete and why.

3. What was easy and why?

4. What was difficult and why?

5. General comments. (*Do you have any comments on the work that you have done?*)

Strategy 5: Know How to Use Verbs



A verb is a necessary part of a sentence. In this section, you will learn some of the basics of correct verb usage.

You should know...

1. Verbs do two important things:

- Show the action of the sentence.

Example: John walks to work everyday.

- Show someone or something's state.

Example: John is happy today.



2. Verbs change their tenses to show you the time of the action or the state of being.

- I dance. (present)
- I danced. (past)
- I will dance. (future)

3. Verbs need to agree with the subject of the sentence. For example, when writing in the simple present tense, you need to add “s” or “es” to the verb when the subject is he, she, or it.

Examples:

- He eats everyday.
- She sings.
- It arrives every day at noon.

Verb Tenses and Forms

The basic tenses of verbs are quite simple: past, present and future. Despite this, each tense can take on different forms. This means that verbs can take on a number of different forms.

The Simple Present

The simple present is used for:

Use 1: Habitual actions in the present.

Example: He walks to work every day.

Use 2: Facts (or truths).

Example: Water freezes at zero degrees Celsius.

Use 3: Non-action verbs in the present (like “be”, “need”, “like”, etc.)

Example: John wants a new car.

Forms:

Subject	Positive Form	Negative Form*	Question Form
I	<i>I sing</i>	<i>I do not sing</i>	<i>Do I sing?</i>
You	<i>You sing</i>	<i>You do not sing</i>	<i>Do you sing?</i>
He	<i>He sings</i>	<i>He does not sing</i>	<i>Does he sing?</i>
She	<i>She sings</i>	<i>She does not sing</i>	<i>Does she sing?</i>
It	<i>It sings</i>	<i>It does not sing</i>	<i>Does it sing?</i>
We	<i>We sing</i>	<i>We do not sing</i>	<i>Do we sing?</i>
They	<i>They sing</i>	<i>They do not sing</i>	<i>Do they sing?</i>

*Contracted forms are often used: “do not” = “don’t” / “does not” = “doesn’t”

A Few Rules:

Rule 1: Never use “do”, “does” with the verb “BE”. Use the following forms instead.

Subject	Positive Form	Negative Form*	Question Form*
I	<i>I am</i>	<i>I am not</i>	<i>Am I...?</i>
You	<i>You are</i>	<i>You are not</i>	<i>Are you...?</i>
He	<i>He is</i>	<i>He is not</i>	<i>Is he...?</i>
She	<i>She is</i>	<i>She is not</i>	<i>Is she..?</i>
It	<i>It is</i>	<i>It is not</i>	<i>Is it...?</i>
We	<i>We are</i>	<i>We are not</i>	<i>Are we...?</i>
They	<i>They are</i>	<i>They are not</i>	<i>Are they...?</i>

*Contracted forms are often used: “I am not” = “I’m not” / “are not” = “aren’t” / “is not” = “isn’t”

Remember: Negative and question forms with ALL other verbs need the “do”, “does”, “don’t” or “doesn’t”.

Rule 2: Add “es” when the verb ends with **sh, ch, ss** or **x**

Examples:

- push = pushes
- teach = teaches
- kiss = kisses
- fix = fixes

Rule 3: Add “ies” when the verb ends with a **consonant + y**.

Example:

- study = studies
- cry = cries

ACTIVITY:

Review the rules for the simple present and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Complete the table with the correct simple present forms.

Positive	Negative	Question
Example: They are late.	They are not late.	Are they late?
1.	He does not travel a lot.	
2.		Do you smoke?
3.	She is not busy.	
4. He has time.		
5.		Is he tall?
6. They like to work.		

Exercise 2: Write sentences in simple present. Use proper capitalization.

Example: I / be / fluent in French.

I am fluent in French.

1. Judy / work / at the mall.

2. she / be / from Afghanistan.

3. our company / supply / cleaning products.

4. they / not / work / on Sundays.

5. they / not / sell / computers.

6. Mr. Smith / not / like seafood.

7. what / you / do?

Exercise 3: Practice using the simple present.

1. Write three sentences about your daily habits.

- _____
- _____
- _____

2. Give three examples of facts (or truths).

- _____
- _____
- _____

"Nostalgia is like a grammar lesson: you find the present tense, but the past perfect!"
 ~Owens Lee Pomeroy

The Present Progressive

The present progressive is used for an activity that is in progress at the moment (or right now!).

Examples:

- He is walking to work. (at this VERY moment)
- I am studying Math. (this session)

Forms:

- **Subject + be** (in the simple present) + **verb-ing**

Subject	Positive Form	Negative Form*	Question Form
I	<i>I am dancing</i>	<i>I am not dancing.</i>	<i>Am I dancing?</i>
You	<i>You are dancing</i>	<i>You are not dancing</i>	<i>Are you dancing?</i>
He	<i>He is dancing</i>	<i>He is not dancing</i>	<i>Is he dancing?</i>
She	<i>She is dancing</i>	<i>She is not dancing</i>	<i>Is she dancing?</i>
It	<i>It is dancing</i>	<i>It is not dancing</i>	<i>Is it dancing?</i>
We	<i>We are dancing</i>	<i>We are not dancing</i>	<i>Are we dancing?</i>
They	<i>They are dancing</i>	<i>They are not dancing</i>	<i>Are they dancing?</i>

*Contracted forms are often used: “are not” = “aren’t” / “is not” = “isn’t”

The Number One Rule:

Rule: Do not use the present progressive with NON-ACTION verbs. The most common are:

- | | | |
|----------|---------|-----------|
| ➤ be | ➤ smell | ➤ prefer |
| ➤ seem | ➤ taste | ➤ love |
| ➤ appear | ➤ feel | ➤ have |
| ➤ look | ➤ like | ➤ believe |
| ➤ sound | ➤ want | ➤ hate |

ACTIVITY:

Review the rules for the simple present and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Complete the table with the correct present progressive forms.

Positive	Negative	Question
Example: He is working hard.	He is not working hard.	Is he working hard?
1.		Are you writing a letter?
2.	They are not driving to work.	
3. They are eating lunch.		
4.	Tom is not wearing a tie.	
5. The geese are flying.		

Exercise 2: Write the sentences using the present progressive verb tense.

Example: I (look for) my pen.

I am looking for my pen.

1. Jane (print out) the contract.

2. Look! Graham (wear) a tie today.

3. He (meet) his boss right now.

4. I (work / not) today.

5. Bob (talk / not) on the phone.

6. What (you / do) right now?

7. Where (Mr. Herman / stay)?

8. Why (you / watch) the news?

Exercise 3: Practice using the present progressive.

Describe three activities that are in progress in the world right now.

- _____
- _____
- _____



The Simple Past

The simple past is used when:

Use 1: An activity began and ended in the past.

Examples:

- He walked to school every day.
- I bought a new book.

Use 2: A state (or way of being) began and ended in the past.

Example:

- He was a happy boy.
- She seemed angry last night.

Regular Forms:

Regular verbs in the past tense are formed by adding “ed” or “d” to the present tense.

Example: I walk to work.

I walked to work. (walk + ed = walked)

Subject	Positive Form	Negative Form*	Question Form
I	<i>I talked</i>	<i>I did not talk</i>	<i>Did I talk?</i>
You	<i>You talked</i>	<i>You did not talk</i>	<i>Did you talk?</i>
He	<i>He talked</i>	<i>He did not talk</i>	<i>Did he talk?</i>
She	<i>She talked</i>	<i>She did not talk</i>	<i>Did she talk?</i>
It	<i>It talked</i>	<i>It did not talk</i>	<i>Did it talk?</i>
We	<i>We talked</i>	<i>We did not talk</i>	<i>Did we talk?</i>
They	<i>They talked</i>	<i>They did not talk</i>	<i>Did they talk?</i>

*Contracted forms are often used: “did not” = “didn’t”

A Few Rules:

Rule 1: Never use “did” with the verb “BE”. Use the following forms instead.

Subject	Positive Form	Negative Form*	Question Form*
I	<i>I was</i>	<i>I was not</i>	<i>Was I...?</i>
You	<i>You were</i>	<i>You were not</i>	<i>Were you...?</i>
He	<i>He was</i>	<i>He was not</i>	<i>Was he...?</i>
She	<i>She was</i>	<i>She was not</i>	<i>Was she..?</i>
It	<i>It was</i>	<i>It was not</i>	<i>Was it...?</i>
We	<i>We were</i>	<i>We were not</i>	<i>Were we...?</i>
They	<i>They were</i>	<i>They were not</i>	<i>Were they...?</i>

*Contracted forms are often used: “was not” = “wasn’t” / “were not” = “weren’t”

Remember: Negative and question forms with ALL other verbs need the “did” or “didn’t”.

Rule 2: There are MANY irregular past tense verbs (see the next page). The key to knowing these verbs is through practice, practice, practice!



"GRAMMAR, n. A system of pitfalls thoughtfully prepared for the feet for the self-made man, along the path by which he advances to distinction."

~Ambrose Bierce

Common Irregular Verbs

PRESENT TENSE (A-G)	PAST TENSE	PRESENT TENSE (H-W)	PAST TENSE
be (is, am, are)	was, were	have	had
begin	began	hear	heard
bend	bent	hit	hit
bet	bet	hold	held
bite	bit	keep	kept
bleed	bled	know	knew
blow	blew	lead	led
break	broke	lend	lent
bring	brought	let	let
build	built	lie (on a bed)	lay
buy	bought	lose	lost
catch	caught	make	made
choose	chose	mean	meant
come	came	meet	met
cost	cost	put	put
cut	cut	read	read
deal	dealt	run	ran
do	did	sees	saw
draw	drew	sleep	slept
drink	drank	speak	spoke
drive	drove	spend	spent
eat	ate	stand	stood
fall	fell	swim	swam
feel	felt	take	took
fight	fought	tell	told
find	found	think	thought
fly	flew	throw	threw
forget	forgot	wake	woke
get	got	wear	wore
go	went	write	wrote

ACTIVITY:

Review the rules for the simple past and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Complete the table with the correct simple past forms.

Positive	Negative	Question
Example: He bought a new CD.	He didn't buy a new CD.	Did he buy a new CD?
1. They were late.		
2.		Did you write the report?
3.	My boss was not angry with me.	
4.	I didn't go to work yesterday.	
5.		Did Sam finish her poem?

Exercise 2: Complete the sentences with the correct form of the simple past.

Example: I (move) moved here in 1995.

- I (send) _____ you the letter last week.
- We (receive) _____ your letter yesterday.
- When I (arrive) _____, Ann was talking on the phone.
- I (get / not) _____ your letter yesterday.
- (Be/ George) _____ sick last week?
- (You / call) _____ me ten minutes ago?

Exercise 3: The following sentences are in the present. Change the verb of each sentence to the past tense. (**Note:** You may have to look at the irregular verb chart.)

Example:

- He writes to his mother every day.
He **wrote** to his mother every day.

1. John does a lot of work.

2. The birds often fly over the lake.

3. My grandparents never forget my birthday.

4. I know how to speak French.

5. I choose that one.

6. They speak on the phone every day.

7. How do you put up with him?

Exercise 4: Practice using the simple past.

Describe three activities that you did when you were child.

➤ _____

➤ _____

➤ _____

The Past Progressive

The past progressive is used when:

Use 1: an activity was in progress at a specific moment in the past.

Examples:

- He was eating dinner at 6:00 p.m. last night.
- He was studying at dinner time.

Use 2: an action was interrupted by another action in the past.

Examples:

- He was running when he **fell**.
- He was walking when he **slipped** on a banana.



Note: The verb that does the interrupting is in the simple past.

Use 3: two actions happen at the same time in the past. Both actions are in the past progressive.

Example:

- She was studying while he was eating dinner.

Forms:

- **Subject + be** (in the simple present) + **verb-ing**

Subject	Positive Form	Negative Form*	Question Form
I	<i>I was dancing.</i>	<i>I was not dancing.</i>	<i>Was I dancing?</i>
You	<i>You were dancing.</i>	<i>You were not dancing.</i>	<i>Were you dancing?</i>
He	<i>He was dancing.</i>	<i>He was not dancing.</i>	<i>Was he dancing?</i>
She	<i>She was dancing.</i>	<i>She was not dancing.</i>	<i>Was s she dancing?</i>
It	<i>It was dancing.</i>	<i>It was not dancing.</i>	<i>Was it dancing?</i>
We	<i>We were dancing.</i>	<i>We were not dancing.</i>	<i>Were we dancing?</i>
They	<i>They were dancing.</i>	<i>They were not dancing.</i>	<i>Were they dancing?</i>

*Contracted forms are often used: “was not” = “wasn’t” / “were not” = “weren’t”

The Number One Rule:

Rule: Do not use the past progressive with NON-ACTION verbs.

Examples:

- I was believing her. (Wrong! ☹)
- I believed her. (Right ☺)

- The candy was tasting sweet. (Wrong! ☹)
- The candy tasted sweet. (Right ☺)

Note: Be careful with verbs like “taste” and “smell” as they can be either non-action verbs (for senses) or actions.

Example:

- He was tasting the cake when he met Joan.
(Taste is an action in this case).



ACTIVITY:

Review the rules for the past progressive and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Complete the table with the correct past progressive forms.

Positive	Negative	Question
1. I was working when you called.		
2.	Sam was not feeling well last night.	
3.		Were they arguing when you arrived?
4.	I was not watching TV when you called.	
5. He was making dinner while Zoe was resting.		

Exercise 2: Put the verbs into the correct form of the past progressive.

- When I phoned my friends, they (play) _____ cards.
- I (prepare) _____ dinner at 6:00 p.m. last night.
- The kids (play) _____ in the garden when it began to rain.
- Sherry (play) _____ the piano when he came home.
- While Tony (work) _____ on his Math, his girlfriend (swim) _____ in the pool.

Exercise 3: Put the verbs into the correct tense (simple past or past progressive).

1. When George (do) _____ the dishes, he (break) _____ a plate.
2. While I (play) _____ the piano, my wife (do) _____ the dishes.
3. I often (walk) _____ to school when I was young.
4. I (eat) _____ dinner when I (hear) _____ a scream.
5. My childhood dog (like) _____ to run in the woods.
6. John (study) _____ at 8:00 p.m. last night.
7. The kids (love) _____ the cake you made for the picnic last week.
8. When it (rain) _____, I (see) _____ a huge lightning bolt.
9. When I (walk) _____ home, I (see) _____ an accident.
10. When I was young, I (believe) _____ in Santa Claus.

The Simple Future

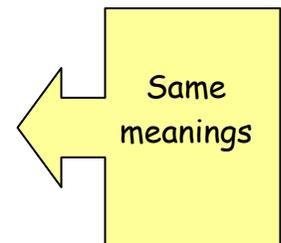
The Simple Future has two different forms in English: “will” and “be going to”. The simple future is used when:

Use 1: An activity is planned or predicted for the future. You can use either “will” or “be going to”.

Examples:

- I will study French next summer.
- I am going to study French next summer.

- It will be cloudy tomorrow.
- It is going to be cloudy tomorrow.



Use 2: An action is voluntary. Use only “will” when someone volunteers to do something.

Examples:

- I will do the dishes.
- He will get the phone.



Use 3: A promise. Use only “will” for promises.

Examples:

- I will always love you.
- I will do my homework.

Forms:

1. Subject + will + verb

Subject	Positive Form	Negative Form*	Question Form
I	<i>I will sing.</i>	<i>I will not sing.</i>	<i>Will I sing?</i>
You	<i>You will sing.</i>	<i>You will not sing.</i>	<i>Will you sing?</i>
He	<i>He will sing.</i>	<i>He will not sing.</i>	<i>Will he sing?</i>
She	<i>She will sing.</i>	<i>She will not sing.</i>	<i>Will she sing?</i>
It	<i>It will sing.</i>	<i>It will not sing.</i>	<i>Will it sing?</i>
We	<i>We will sing.</i>	<i>We will not sing.</i>	<i>Will we sing?</i>
They	<i>They will sing.</i>	<i>They will not sing.</i>	<i>Will they sing?</i>

*Contracted forms are often used: “will not” = “won’t”

2. Subject + be (in the simple present) + going to + verb

Subject	Positive Form	Negative Form*	Question Form
I	<i>I am going to sing.</i>	<i>I am not going to sing.</i>	<i>Am I going to sing?</i>
You	<i>You are going to sing.</i>	<i>You are not going to sing.</i>	<i>Are you going to sing?</i>
He	<i>He is going to sing.</i>	<i>He is not going to sing.</i>	<i>Is he going to sing?</i>
She	<i>She is going to sing.</i>	<i>She is not going to sing.</i>	<i>Is she going to sing?</i>
It	<i>It is going to sing.</i>	<i>It is not going to sing.</i>	<i>Is it going to sing?</i>
We	<i>We are going to sing.</i>	<i>We are not going to sing.</i>	<i>Are we going to sing?</i>
They	<i>They are going to sing.</i>	<i>They are not going to sing.</i>	<i>Are they going to sing?</i>

*Contracted forms are often used: “I am not...” = “I’m not...”
/ “are not...” = “aren’t...” / “is not...” = “isn’t...”

An Important Rule:

Do not use the simple future after time words like “when”, “while”, “before”, “after”, “by the time”, “as soon as”, “if” and “until”. Use the present tense after these time words.

Examples:

- **When** you will arrive tonight, we will make dinner. (Wrong !☹)
- **When** you arrive tonight, we will make dinner. (Right ☺)
- I will call you **as soon as** I will arrive. (Wrong !☹)
- I will call you **as soon as** I arrive. (Right ☺)

ACTIVITY:

Review the rules for the simple future and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Complete the table with the correct simple future forms.

Positive	Negative	Question
1. I will take a trip.		
2.	Sam will not eat lunch.	
3.		Are you going to call me?
4.	He will not do the dishes.	
5. Scott is going to call the mayor.		

Exercise 2: Put the verbs into the correct form of the simple future.

(**Note:** Sometimes you can use either the “will” or “be going to” forms.)

1. I (call) _____ you when dinner is ready.
2. They (eat) _____ seafood this weekend.
3. In one week, he (finish) _____ his course.
4. She (visit) _____ her parents next March.
5. Joan (not / finish) _____ her homework.
6. (Fred / return) _____ from his vacation on Monday?
7. (do / you) _____ the dishes by six o'clock?
8. Sit down. I (do) _____ the dishes tonight.
9. (buy / they) _____ a new car?
10. He promised. He (not / cheat) _____ again.

Exercise 3: Practice using the simple future.

Describe four activities that you will do before the end of the year.

- _____
- _____
- _____
- _____

Verb Tense Review

ACTIVITY:

Review the rules and uses for verbs and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Answer the questions about verbs.

1. What is a verb?

2. Why does a verb change its tense?

3. How do you feel about using the different verb tenses?

Exercise 2: Finish the sentences by putting the verbs into the correct tense (simple present, present progressive, simple past, past progressive or simple future).

1. At this time next week we (s it) _____ on the beach.

2. When it is cold, I always (wear) _____ a coat.
3. Light (travel) _____ faster than sound.
4. My brother (not / swim) _____ i n the ocean every day of the year.
5. John will call you when he (arrive) _____ tomorrow.
6. Shhh! The baby (sleep) _____.
7. I (make) _____ dinner at 6:00 p.m. last night.
8. Last night, while I (make) _____ dinner, John was doing his homework.
9. I (not / break) _____ a plate when I was doing the dishes last night.
10. The phone is ringing. I (get) _____ it.
11. Why (you / exercise) _____ every day?
12. When I was young, I (not / like) _____ to eat fish.
13. How (you / travel) _____ to Montreal tomorrow?
14. Where (John / work) _____ ?
15. Where (they / go) _____ last night?

"Only in grammar can you be more than perfect." ~William Safire

Strategy 6: Know How to Use Adjectives and Adverbs



In this section, you will learn some of the rules for using adjectives and adverbs correctly.

Adjectives

Adjectives modify (or describe) nouns:

Examples:

- tall girls
- blue car
- vanilla ice cream



Use 1:

Adjectives are used before a noun (to describe it):

Examples:

- John is an excellent dancer.
- He wants to buy a new house.
- I bought a wooden chair.



Use 2:

Adjectives are used in sentences with the verb “to be”. The adjective describes the subject of the sentence:

Examples:

- Jack is tall.
- The flower is pretty.



Use 3:

Adjectives are used with sense verbs or appearance verbs (like “feel”, “taste”, “smell”, “sound”, “appear” and “seem”) to describe the noun that comes before the verb:

Examples:

- The fish tastes salty.
- David seemed sad.
- The flower smelled nice.

Adverbs

Adverbs modify verbs, adjectives or other adverbs. They usually end in “ly”.

Examples:

Adjective	Adverb
➤ Slow	➤ <u>Slowly</u>
➤ Quick	➤ <u>Quickly</u>
➤ Careful	➤ <u>Carefully</u>

Use 1:

Adverbs are used at the end of a sentence to modify the verb:

Examples:

- Sam drove slowly.
- They talked loudly.
- We ate quickly.

Use 2:

Adverbs are used to modify adjectives:

Examples:

- They are very happy.
- I was suddenly surprised.
- They are well known.

**Use 3:**

Adverbs are used to modify other adverbs:

Examples:

- The people in the line moved very quickly.
- He works unusually quickly.
- He works incredibly slowly.

Rule 1:

Most adverbs are formed by adding “ly” to an adjective (e.g. slow - slowly). However, there are a few irregular adverbs.

Adjective	Example	Adverb	Example
good	He is a <u>good</u> writer.	well	He writes <u>well</u> .
fast	He is a <u>fast</u> runner.	fast	He runs <u>fast</u> .
hard	He is a <u>hard</u> worker.	hard	He works <u>hard</u> .
late	He is <u>late</u> .	late	He works <u>late</u> .

ACTIVITY:

Review the rules for adjectives and adverbs and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Indicate whether the underlined word is an adjective or an adverb.

Example:

I work hard.

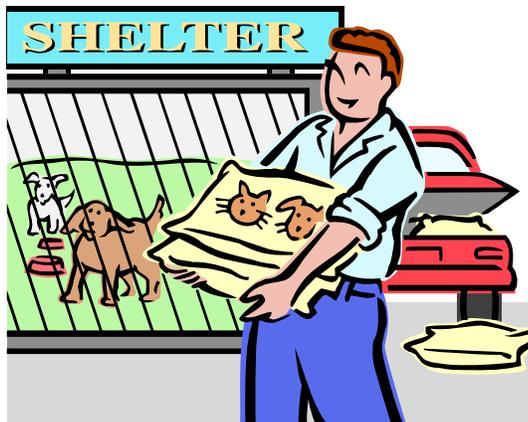
Adverb

1. He is a nice man.
2. The cat is fat.
3. The cat is very fat.
4. Sam is driving too quickly.
5. Sara is driving too fast.
6. The cake is delicious.
7. It is extremely cold today.
8. He is unusually late.
9. Is he always late?
10. This homework is hard.
11. He works hard.
12. He suddenly appeared.

Exercise 2: Write the correct form of the word in brackets (adjective or adverb).

1. David is (slow) _____. He works (slow) _____.
2. They acted (excellent) _____. They're _____ actors.

3. It is (terrible) _____ cold today. The cold is (terrible) _____.
4. Caleb is a (kind) _____ person. He acts (kind) _____ towards others.
5. Those dogs are (vicious) _____. They behave (vicious) _____.
6. Corinne dances (wonderful) _____. She is a (wonderful) _____ dancer.
7. My father is a (fast) _____ driver. He drives very (fast) _____.
8. My brother always works (hard) _____. He is such a (hard) worker.
9. You are a (good) _____ public speaker. You speak (good) _____ in public.
10. Scott is a (willing) _____ volunteer. He (willing) _____ volunteers his time.



Comparison Adjectives and Adverbs

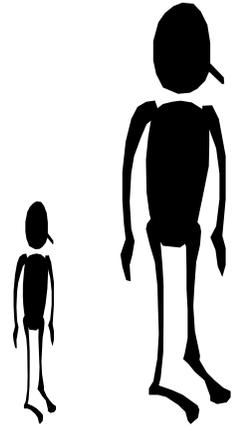
When you compare things, you use comparatives and superlatives.

Rule 1:

Comparatives are used to compare two things. Comparative sentences often use “than”.

Examples:

- Henry is taller than Bob.
- Maya works more quickly than Henry.



Rule 2:

Superlatives are used to compare more than two things. Superlative sentences often use “the”.

Examples:

- Henry is the tallest person in his family.
- Maya types the most quickly of all the students.



Forms for Adjectives

These forms depend on how many **syllables** there are in the adjective. Here are the rules:

Adjective Form	Comparative	Superlative
Only one syllable, ending in “e”. <i>fine, cute, blue</i>	Add -r: <i>finer, cuter, bluer</i>	Add -st: <i>finest, cutest, bluest</i>
Only one syllable, with one vowel and one consonant at the end. <i>hot, big, fit</i>	Double the consonant, and add -er: <i>hotter, bigger, fitter</i>	Double the consonant, and add -est: <i>hottest, biggest, fittest</i>
Only one syllable, with more than one vowel or more than one consonant at the end. <i>neat, fast, quick</i>	Add -er: <i>lighter, neater, quicker</i>	Add -est: <i>lightest, neatest, quickest</i>
Two syllables, ending in “y”. <i>happy, silly, pretty</i>	Change “y” to “i”, then add -er: <i>happier, sillier, prettier</i>	Change “y” to “i”, then add -est: <i>happiest, silliest, prettiest</i>
Two syllables or more, not ending in -y. <i>modern, wonderful</i>	Use “more” before the adjective: <i>more modern, more wonderful</i>	Use “most” before the adjective: <i>the most modern, most interesting, most beautiful</i>



WORD STOP

- syllable** (sil-uh-buhl): sound beat(s) in a word. For example:
“dance” = one syllable / “dancing” = two syllables (“dance” and “ing”.)

Form for Comparing Equals

When two things are equal in comparison, use “as ... as”.

Examples:

- Morgan is as tall as George. (for an adjective)
- Sam runs as quickly as Emma. (for an adverb)



When you want to say that two things are not equal, use “not as ... as”.

Examples:

- He is not as thin as Sara. (for an adjective)
- He cannot run as quickly as Sara. (for an adverb)

Forms for Irregular Adjectives and Adverbs

Adjective/Adverb	Comparative	Superlative
good / well	better	best
bad / badly	worse	worst
ill	worse	worst
little	less	least
much	more	most
far (place + time)	further	furthest
far (place)	farther	farthest
late (time)	later	latest

Adverb Forms

Adverb Form	Comparative	Superlative
Adverbs ending in -ly Examples: <i>happily, quietly</i>	Use “more” before the adverb: <i>more happily, more quietly</i>	Use “most” before the adverb: <i>the most happily, the most quietly</i>
One syllable adverbs with the same form as adjectives <i>hard, fast</i>	Add -er: <i>harder, faster</i>	Add -est: <i>the hardest, the fastest</i>
Two syllables, ending in “y”. <i>early</i>	Change “y” to “i”, then add -er: <i>earlier</i>	Change “y” to “i”, then add -est: <i>the earliest</i>

ACTIVITY:

Review the comparison forms (for adjectives and adverbs) and then do the exercises. Check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Fill in the correct forms of the adjectives.

Adjective	Comparative Adjective	Superlative Adjective
slow	slower	the slowest
1. afraid		
2. quick		
3. cold		
4. hot		
5. terrible		

6. wonderful		
7. ugly		
8. great		
9. pretty		
10. early		
11. cloudy		
12. bright		
13. safe		
14. typical		
15. wild		
16. cute		
17. loose		
18. tight		
19. stormy		
20. kind		

Exercise 2: Fill in the correct form of the words in brackets (comparative or superlative adjectives).

1. His house is (small) _____ than mine.
2. This cake is (sweet) _____ than that one.
3. This is the (fascinating) _____ film I have ever seen.
4. Non-smokers usually live (long) _____ than smokers.
5. What is the (good) _____ you have ever seen?

6. Some effort is (good) _____ than no effort at all.
7. Who is the (rich) _____ man in the world?
8. This winter is (cold) _____ than last winter.
9. That sweater is (ugly) _____ than the one Sam wore yesterday.
10. My second driving test was (bad) _____ than my first one.

Exercise 3: Fill in the correct forms of the adjectives.

Adverb	Comparative Adverb	Superlative Adverb
1. slowly	more slowly	the most slowly
2. fast		
3. well		
4. wonderfully		
5. weakly		
6. happily		
7. prudently		
8. hard		
9. quickly		
10. warmly		

Exercise 4: Fill in the correct forms of adjectives and adverbs (comparative or superlative). Use “as...as” for comparisons of equal value. (**Note:** Create adverbs when necessary).

1. I speak English (fluent) _____ now than last year.

2. Mr. Smith greeted me (polite) _____ of all.
3. This team ran (quick) _____ of all.
4. Next time, could you write (clear) _____ ?
5. Your writing is (clear) _____ than it was before.
6. Trains usually travel (fast) _____ than cars.
7. Bob and Marie are the exact same height. Bob is (tall) _____ as Marie.
8. He got a speeding ticket last week. Now, he drives (slow) _____ than before.
9. *Godfather I* and *Godfather II* are equally excellent movies. *Godfather I* is (excellent) _____ as *Godfather II*.
10. Our team played (bad) _____ of all the teams.
11. Gabriella worked (hard) _____ than ever before.
12. I got a 90% on my first test and 100% on my second test. The second grade is (good) _____ than the first one.
13. John and Henry speak French equally well. Henry speaks French (good) _____ as John.
14. This garden is (beautiful) _____ than the one in the other park.
15. My cellphone (modern) _____ than John's.

Strategy 7: Know How to Use Punctuation



In this section, you will learn some of the rules for using punctuation.

Period [.]

A period is used to end a sentence.

- I love hockey.
- It is hot today.
- John walks to work.

Question Mark [?]

A question mark is used at the end of a sentence that asks a question.

- What's your name?
- Will it rain tomorrow?
- Did you like your lunch?

Exclamation Point [!]

An exclamation point is used at the end of a sentence that shows a strong feeling or surprise.

- We won!
- The house is on fire!
- I can't believe it!

Quotation Marks ["]

1. Quotation marks are used around someone's exact words.
 - Bob asked, "Where have the children gone?"
 - "It's cold!" Sara exclaimed.
2. Quotation marks are used before and after the title of a story, poem, song or article.
 - When I was a kid, I loved to read "Cinderella".
 - Have you heard Metallica's "Master of Puppets"?
 - I love the poem "Shall I Compare Thee".

Comma [,]

1. Use a comma to list things:
 - Nova Scotia, Quebec, Ontario and Manitoba are Canadian provinces.
2. Use a comma to show a pause in a sentence:
 - If you eat well, you will feel good.
3. Use a comma when you add an extra idea to a sentence:
 - My grandmother, who is 92 years old, is still very active.
4. Use a comma between the day and the year when you write dates.
 - I was born on October 8, 1975.
5. Use a comma to separate before you use quotations for something that someone said.
 - Bob asked, "Where have the children gone?"

Apostrophe [']

1. An apostrophe followed by “s” is used to show that something belongs to someone.
 - That is Bob's cat.
 - Sam's house is blue.
 - John's book is interesting.
2. An apostrophe is also used with **contractions**.
 - I'm sick.
 - He's happy today.
 - There's an apple in my purse.



WORD STOP

1. **contraction** (kon-trak-shun): shortened form of two words together. (“I am” becomes “I’m”)

ACTIVITY:

Review the rules for punctuation and then do the exercises. When possible, check your answers in the ANSWER KEY at the end of this unit to make sure you understand.

Exercise 1: Add the correct punctuation to each sentence.

1. My brother has lived in Spain Ireland and Mexico
2. Where were you last night
3. My sons favourite story is Cinderella

4. No way
5. Sams dog is very well behaved
6. I bought two new books
7. Where did you buy the books
8. If you work out you will lose weight
9. Can I borrow some money
10. I last saw him on January 5 2008
11. I cant believe he didnt call you
12. Whats the problem

Exercise 2: Write a sentence that correctly uses each indicated element.
Circle or highlight the element and then explain the rule.

Example:

A Period:

My Example: I like cats.

Rule: Periods are used to end a sentence.

An Apostrophe:

My Example: _____

Rule: _____

A Question Mark:

My Example: _____

Rule: _____

An Exclamation Mark:

My Example: _____

Rule: _____

A Comma:

My Example: _____

Rule: _____

A Quotation Mark:

My Example: _____

Rule: _____



"English usage is sometimes more than mere taste, judgement and education - Sometimes it's sheer luck, like getting across the street."

~E. B. White

Strategies for Grammar

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
1. I can say why knowing grammar rules is important.		
2. I can say what a part of speech is.		
3. I can identify a noun.		
4. I can identify a pronoun.		
5. I can identify a verb.		
6. I can identify an adjective.		
7. I can identify an adverb.		
8. I can identify a preposition.		
9. I can identify a conjunction.		
10. I can identify an interjection.		
11. I can say when a noun is used.		
12. I can indentify singular nouns.		
13. I can identify plural nouns.		
14. I can write singular nouns.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
15. I can write plural nouns with “s”.		
16. I can write irregular plural nouns.		
17. I can say what a count noun is.		
18. I can say what a non-count noun is.		
19. I can identify count nouns.		
20. I can identify non-count nouns.		
21. I can use “many” with count nouns.		
22. I can use “much” with non-count nouns.		
23. I can explain the rules of capitalization.		
24. I can add capital letters to sentences.		
25. I can use capital (or big) letters correctly.		
26. I can say when a pronoun is used.		
27. I can identify pronouns in a sentence.		
28. I can use subject pronouns (like <i>I, you, he</i>)		
29. I can use object pronouns (like <i>me, you, him</i>).		
30. I can use possessive pronouns (like <i>mine, yours, his</i>).		
31. I can use reflexive pronouns (like <i>myself, yourself, himself</i>).		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
32. I can use possessive adjectives (like <i>my, your, his, her</i>).		
33. I can use demonstrative pronouns (like <i>this, that, these, those</i>).		
34. I can explain what a verb is.		
35. I can explain what a verb tense is.		
36. I can say when the simple present is used.		
37. I can write positive sentences in the simple present.		
38. I can write negative sentences in the simple present.		
39. I can write questions in the simple present.		
40. I can say when the present progressive is used.		
41. I can say what a non-action verb is.		
42. I can write positive sentences in the present progressive.		
43. I can write negative sentences in the present progressive.		
44. I can write questions in the present progressive.		
45. I can say when the simple past is used.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
46. I can write positive sentences in the simple past.		
47. I can write negative sentences in the simple past.		
48. I can write questions in the simple past.		
49. I can say when the past progressive is used.		
50. I can write positive sentences in the past progressive.		
51. I can write negative sentences in the past progressive.		
52. I can write questions in the past progressive.		
53. I can say when the future is used.		
54. I can write positive sentences in the future.		
55. I can write negative sentences in the future.		
56. I can write questions in the future.		
57. I can say when an adjective is used.		
58. I can say when an adverb is used.		
59. I can use irregular adjectives and adverbs (like <i>better and best</i>).		
60. I can use comparative adjectives (like <i>smarter than</i>).		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
61. I can use superlative adjectives (like <i>the smartest</i>).		
62. I can use comparative adverbs (like <i>more quickly than</i>).		
63. I can use superlative adverbs (like <i>the most quickly</i>).		
64. I can use a period.		
65. I can use a question mark.		
66. I can use an exclamation point.		
67. I can use quotation marks.		
68. I can use a comma.		
69. I can use an apostrophe.		
70. I can use what I have learned about grammar in the future.		

Strategies for Grammar

ANSWER KEY

Parts of Speech, pages 4-6

Exercise 1:

- | | | |
|--------------|----------------|-----------------|
| 1. verb | 4. pronoun | 7. interjection |
| 2. adverb | 5. conjunction | |
| 3. adjective | 6. preposition | |

Exercise 2:

- | | | |
|--------------|----------------|-----------------|
| 1. noun | 5. pronoun | 9. preposition |
| 2. verb | 6. verb | 10. verb |
| 3. adjective | 7. verb | 11. conjunction |
| 4. adjective | 8. conjunction | 12. adverb |

Pronouns, pages 12-13

Exercise 1:

- | | | |
|------------|------------|--------------|
| 1. women | 5. foxes | 9. mice |
| 2. feet | 6. candies | 10. children |
| 3. cats | 7. wives | |
| 4. watches | 8. wolves | |

Exercise 2:

- | | | |
|----------|----------|----------|
| 1. goose | 5. match | 9. glass |
| 2. tax | 6. shelf | 10. pony |
| 3. box | 7. man | |
| 4. city | 8. mango | |

Exercise 3:

1. The dentist checked my broken teeth.
2. I installed new shelves last night. (**Note:** Omit “a”)

Exercise 4:

- | | | |
|----------------------|--------------------|-----------------------|
| 1. world <u>C</u> | 2. child <u>C</u> | 3. homework <u>NC</u> |
| 4. book <u>C</u> | 5. water <u>NC</u> | 6. tennis <u>NC</u> |
| 7. acid <u>NC</u> | 8. cat <u>C</u> | 9. vase <u>C</u> |
| 10. poetry <u>NC</u> | 11. ham <u>NC</u> | 12. flower <u>C</u> |
| 13. banana <u>C</u> | 14. pen <u>C</u> | 15. rice <u>NC</u> |
| 16. garden <u>C</u> | 17. card <u>C</u> | 18. sand <u>NC</u> |

Exercise 5:

- | | | |
|---------|---------|---------|
| 1. much | 3. much | 5. much |
| 2. many | 4. many | |

Exercise 6:

- | | |
|------------------------|---------------------------------|
| 1. men = <u>C</u> | wine = <u>NC</u> |
| 2. store = <u>C</u> | milk = <u>NC</u> |
| 3. music = <u>NC</u> | |
| 4. children = <u>C</u> | song = <u>C</u> peace <u>NC</u> |

Capitalization, page 15**Exercise 1:**

1. Did John go to Mexico?
2. Can I come in?
3. My children love holidays.
4. Sam works every Monday and Wednesday.
5. Many people celebrate Christmas in December.

Exercise 2:

1. Do you like Doctor Smith? - Capitalize titles of people.
2. I was born in France. - Capitalize names of countries.
3. When do we celebrate Canada Day? - Capitalize holidays.

Pronouns, pages 20-23**Exercise 1:**

- | | | |
|---------|---------|----------|
| 1. He | 5. We | 9. You |
| 2. It | 6. They | 10. they |
| 3. They | 7. They | |
| 4. It | 8. She | |

Exercise 2:

- | | | |
|---------|---------|----------|
| 1. him | 5. they | 9. us |
| 2. it | 6. her | 10. them |
| 3. them | 7. them | |
| 4. you | 8. it | |

Exercise 3:

- | | | |
|----------------|--------|----------------|
| 1. me | 4. Our | 7. yours |
| 2. their | 5. her | 8. My / Theirs |
| 3. Your / Mine | 6. its | |

Exercise 4:

- | | | |
|---------------|----------------------|---------------|
| 1. ourselves | 4. herself | 7. yourselves |
| 2. yourselves | 5. himself / himself | 8. myself |
| 3. yourself | 6. itself | |

Exercise 5:

- | | | |
|---------|----------|----------|
| 1. that | 4. those | 7. those |
| 2. that | 5. This | 8. these |
| 3. this | 6. that | |

Exercise 6:

- | | | |
|-------------------------|---------|------------|
| 1. They /
themselves | 5. it | 10. myself |
| 2. myself | 6. them | 11. these |
| 3. That | 7. us | 12. her |
| 4. He | 8. my | |
| | 9. his | |

Verbs – Simple Present, pages 28-29

Exercise 1:

Positive	Negative	Question
1. He travels a lot.	He does not travel a lot.	Does he travel a lot?
2. You smoke.	You do not smoke.	Do you smoke?
3. She is busy.	She is not busy.	Is she busy?
4. He has time.	He does not have time.	Does he have time?
5. He is tall.	He is not tall	Is he tall?
6. They like to work.	They do not like to work.	Do they like to work?

Exercise 2:

1. Judy works at the mall.
2. She is from Afghanistan.
3. Our company supplies cleaning products.
4. They do not work on Sundays.
5. They do not sell computers.
6. Mr. Smith does not like seafood.
7. What do you do?

Exercise 3:

- Review your answers with your distance education tutor.

Verbs – Present Progressive, pages 31-32

Exercise 1:

Positive	Negative	Question
1. You are writing a letter.	You are not writing a letter.	Are you writing a letter?
2. They are driving to work.	They are not driving to work.	Are they driving to work?
3. They are eating lunch.	They are not eating lunch.	Are they eating lunch?
4. Tom is wearing a tie.	Tom is not wearing a tie.	Is Tom wearing a tie?
5. The geese are flying.	The geese are not flying.	Are the geese flying?

Exercise 2:

1. Jane is printing out the contract.
2. Look! Graham is wearing a tie today!
3. He is meeting his boss right now.
4. I am not working today.
5. Bob is not talking on the phone.
6. What are you doing right now?
7. Where is Mr. Herman staying?
8. Why are you watching the news?

Exercise 3:

- Review your answers with your distance education tutor.

Verbs – Simple Past, pages 36-37**Exercise 1:**

Positive	Negative	Question
1. They were late.	They were not late.	Were they late?
2. You wrote the report.	You did not write the report.	Did you write the report?
3. My boss was angry with me.	My boss was not angry with me.	Was my boss angry with me?
4. I went to work yesterday.	I didn't go to work yesterday.	Did I go to work yesterday?
5. Sam finished her poem.	Sam did not finish her poem.	Did Sam finish her poem?

Exercise 2:

- | | |
|-------------|-----------------|
| 1. sent | 4. did not get |
| 2. received | 5. Was George |
| 3. arrived | 6. Did you call |

Exercise 3:

1. John did a lot of work.
2. The birds often flew over the lake.
3. My grandparents never forgot my birthday.
4. I knew how to speak French.
5. I chose that one.
6. They spoke on the phone every day.
7. How did you put up with him?

Exercise 4:

- Review your answers with your distance education tutor.

Verbs – Past Progressive, pages 40-41

Exercise 1:

Positive	Negative	Question
1. I was working when you called.	I was not working when you called.	Was I working when you called?
2. Sam was feeling well last night.	Sam was not feeling well last night.	Was Sam feeling well last night?
3. They were arguing when you arrived.	They were not arguing when you arrived.	Were they arguing when you arrived?
4. I was watching TV when you called.	I was not watching TV when you called.	Was I watching TV when you called?
5. He was making dinner while Zoe was resting.	He was not making dinner while Zoe was resting.	Was he making dinner while Zoe was resting?

Exercise 2:

- | | |
|------------------|-------------------------------|
| 1. were playing | 4. was playing |
| 2. was preparing | 5. was working / was swimming |
| 3. were playing | |

Exercise 3:

- | | |
|----------------------------|----------------------|
| 1. was doing / broke | 6. was studying |
| 2. was playing / was doing | 7. loved |
| 3. walked | 8. was raining / saw |
| 4. was eating / heard | 9. was walking / saw |
| 5. liked | 10. believed |

Verbs – Simple Future, pages 44-45

Exercise 1:

Positive	Negative	Question
1. I will take a trip.	I will not take a trip.	Will I take a trip?
2. Sam will eat lunch.	Sam will not eat lunch.	Will Sam eat lunch?
3. You are going to call me.	You are not going to call me.	Are you going to call me?
4. He will do the dishes.	He will not do the dishes.	Will he do the dishes?
5. Scott is going to call the mayor.	Scott is not going to call the mayor.	Is Scott going to call the mayor?

Exercise 2:

- | | |
|---|--|
| 1. will call/ am going to call | 7. Will you do / Are you going to do |
| 2. will eat / are going to eat | 8. I will do (voluntary action) |
| 3. will finish / is going to finish | 9. Will they buy / Are they going to buy |
| 4. will visit / is going to visit | 10. He will not cheat (promise) |
| 5. will not finish / is not going to finish | |
| 6. Will Fred return / Is Fred going to return | |

Exercise 3:

- Review your answers with your distance education tutor.

Verb Tense Review, pages 46-47**Exercise 1:**

- Review your answers with your distance education tutor.

Exercise 2:

- | | | |
|--------------------|------------------|---------------------|
| 1. will be sitting | 6. is sleeping | 11. do you exercise |
| 2. wear | 7. made | 12. did not like |
| 3. travels | 8. was making | 13. will you travel |
| 4. does not swim | 9. did not break | 14. does John work |
| 5. arrives | 10. will get | 15. did they go |

Adjectives and Adverbs, pages 51-52**Exercise 1:**

- | | | |
|--------------|--------------|---------------|
| 1. adjective | 5. adverb | 9. adjective |
| 2. adjective | 6. adjective | 10. adjective |
| 3. adverb | 7. adverb | 11. adverb |
| 4. adverb | 8. adverb | 12. adverb |

Exercise 2:

- | | |
|----------------------------|----------------------------|
| 1. slow / slowly | 6. wonderfully / wonderful |
| 2. excellently / excellent | 7. fast / fast |
| 3. terribly / terrible | 8. hard / hard |
| 4. kind / kindly | 9. good / well |
| 5. vicious / viciously | 10. willing / willingly |

Comparison Adjectives and Adverbs, pages 56-59

Exercise 1:

Adjective	Comparative Adjective	Superlative Adjective
1. afraid	more afraid	the most afraid
2. quick	quicker	the quickest
3. cold	colder	the coldest
4. hot	hotter	the hottest
5. terrible	more terrible	the most terrible
6. wonderful	more wonderful	the most wonderful
7. ugly	uglier	the ugliest
8. great	greater	the greatest
9. pretty	prettier	the prettiest
10. early	earlier	the earliest
11. cloudy	cloudier	the cloudiest
12. bright	brighter	the brightest
13. safe	safer	the safest
14. typical	more typical	the most typical
15. wild	more wild	the most wild
16. cute	cuter	the cutest
17. loose	looser	the loosest
18. tight	tighter	the tightest
19. stormy	stormier	the stormiest
20. kind	kinder	the kindest

Exercise 2:

- | | | |
|---------------------|------------|-----------|
| 1. smaller | 5. best | 9. uglier |
| 2. sweeter | 6. better | 10. worse |
| 3. most fascinating | 7. richest | |
| 4. longer | 8. colder | |

Exercise 3:

Adverb	Comparative Adverb	Superlative Adverb
1. fast	faster	the fastest
2. well	better	the best
3. wonderfully	more wonderfully	the most wonderfully
4. weakly	more weakly	the most weakly
5. happily	more happily	the most happily
6. prudently	more prudently	the most prudently
7. hard	harder	the hardest
8. quickly	more quickly	the most quickly
9. warmly	more warmly	the warmest

Exercise 4:

- | | | |
|----------------------|----------------|--------------------|
| 1. more fluently | 6. faster | 11. harder |
| 2. the most politely | 7. as tall as | 12. better |
| 3. the most quickly | 8. more slowly | 13. as good as |
| 4. more clearly | 9. as good as | 14. more beautiful |
| 5. clearer | 10. the worst | 15. more modern |

Punctuation, pages 62-63

Exercise 1:

13. My brother has lived in Spain, Ireland and Mexico.
14. Where were you last night?
15. My son's favourite story is "Cinderella".
16. No way! OR No way.
17. Sam's dog is very well behaved.
18. I bought two new books.
19. Where did you buy the books?
20. If you work out, you will lose weight.
21. Can I borrow some money?
22. I last saw him on January 5, 2008.
23. I can't believe he didn't call you.
24. What's the problem?

Exercise 2:

Review your answers with your distance education tutor

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