

# A Letter From Dr. Wanda Phillips

Thank you for your inquiry concerning **Easy Grammar®**, **Easy Grammar Ultimate Series®**, and **Daily GRAMS®** materials.

I wrote the **Easy Grammar®** texts to **teach** concepts. I first introduce common prepositions and deleting prepositional phrases to help students to determine subject, verb agreement, etc. Concepts are taught at a basic level and build for understanding. Unit reviews/unit tests and cumulative reviews/cumulative tests are included to increase mastery.

**Daily GRAMS®: Guided Review Aiding Mastery Skills** (Grades 3 – 7) are daily, 5–10-minute **reviews** to be used at the start of each class period. Each day provides a consistent format focusing on capitalization, punctuation, grammar and other concepts, and sentence combining for improved quality of writing. The process of reviewing concepts spirally enhances mastery.

**Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons** (Grades 8-12\*) provide daily **teaching** by following the same format as Daily GRAMS®. The 180 lessons provide high-school students with continued learning and application in daily, 10-minute lessons and have been designed spirally. This allows students more class time for literature and writing.

I created these materials because, as an English teacher, I noted that students were not comprehending most concepts. The prepositional approach provided them a way to simplify their language for easy understanding. I added many teaching strategies, which I learned or developed over years of teaching, to strengthen mastery. I started with breaking each major concept into “mini” lessons in a *building-block* approach. This didn’t overwhelm students, gave them a chance for successful learning, and built a base for future knowledge. The method worked for me, and I know that you, too, will find it very easy to teach and easy for students to learn. (Our books are 100% money-back guaranteed.)

**For questions or concerns, please contact us at 800-641-6015 or [info@easygrammar.com](mailto:info@easygrammar.com).**



*Wanda Phillips*

**Dr. Wanda Phillips**

Author & Founder, Easy Grammar Systems®





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Scan or visit [easygrammar.com](https://easygrammar.com) for more information about exciting new products and services from Easy Grammar Systems®.

# Testimonials For Easy Grammar® Texts



“I’ve found it to be the most logical and consistent approach to use with my students. Once I started using Easy Grammar®, my class experienced ‘light bulb moments’ in almost every lesson!”

-J.A., IA

“Our teachers rave about this curriculum and additional grades are jumping on board this year.”

-L.O.



“I used it and saw immediate results and a positive increase in student scores. It really works.”

-J.W.

“Your product rocks! The students do not dread doing grammar now. I also saw a school increase of 12 points (national percentage) on our standardized test scores from the past year. Obvious results!”

-N.W.



# Easy Grammar® Texts 1-12+

## Grammar, Usage, and Conventions

The symbol ✓ indicates the concept is included at that level of Easy Grammar® or Easy Grammar Ultimate Series®.

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>ADJECTIVES</b>												
Adjective or Adverb Usage			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Degrees	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Descriptive	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Identification	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Limiting (Determining)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Phrases	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Proper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

INL = Included but Not Listed NT = Note to Teacher \*\* = Articles

	EASY GRAMMAR						EG ULTIMATE				
	1	2	3	4	5	6 Plus	8	9	10	11	12+
<b>ADVERBS</b>											
Adverb or Adjective Usage			✓	✓	✓	✓	✓	✓	✓	✓	✓
Adverb or Preposition Usage			✓	✓	✓	✓	✓	✓	✓	✓	✓
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Degrees	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Double Negatives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
How	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identification	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phrases/Clauses	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To What Extent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Transitional Word(s)[Yes, No; etc.]	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
When (Time)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Where (Place)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = Punctuation INL = Included but Not Listed Separately in Index or Scope & Sequence NT = Note to Teacher

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>CLAUSES</b>												
Clause or Phrase?							✓	✓	✓	✓	✓	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dependent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Dependent or Independent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Independent	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Relative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Restrictive/Nonrestrictive	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

INL = Included but Not Listed Separately in Index or Scope & Sequence

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>CONJUNCTIONS</b>												
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Coordinating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Correlative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Subordinating (because, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

NT = Note to Teacher INL = Included but Not Listed Separately in Index or Scope & Sequence

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>ENVELOPES</b>												
Envelopes			✓	✓	✓	✓						

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>FRAGMENTS/ SENTENCES/RUN-ONS</b>												
Fragments/Sentences/Run-Ons	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

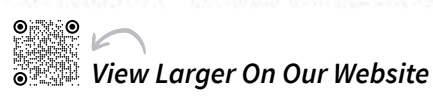
S = Sentences

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>IMPORTANT WORDS</b>												
It's/Its		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
May/Can		✓	✓	✓	✓	✓		✓				
Regardless										✓	✓	
Seldom									✓	✓	✓	
Than/Then								✓	✓	✓	✓	
They're/Their/There	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
To/Too/Two	✓	✓	✓	✓	✓	✓						
Your/You're	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>INTERJECTIONS</b>												
Interjections	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>LETTERS</b>												
Business											✓	
Friendly	✓	✓	✓	✓	✓	✓						

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12+	
<b>NOUNS</b>												
Abstract/Concrete			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Appositives			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Common/Proper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Determiners (to ID Nouns)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Direct Object		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Gerunds							✓	✓	✓	✓	✓	
Identification	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Indirect Object							✓	✓	✓	✓	✓	
Object of the Preposition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Phrase/Clause							✓	✓	✓	✓	✓	
Plural/Singular	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Possessives							✓	✓	✓	✓	✓	
Compound with Individual Item(s)							✓	✓	✓	✓	✓	



## NOUNS (Cont'd)

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Compound with Shared Item(s)							✓	✓	✓	✓	✓	
Plural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Singular	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicate Nominative				✓	✓	✓	✓	✓	✓	✓	✓	
Singular/Plural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Subject - Compound			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Verbals							✓	✓	✓	✓	✓	

W = Writing

## PHRASES

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Appositive			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Defined					✓	✓	✓	✓	✓	✓	✓	
Gerund					✓	✓	✓	✓	✓	✓	✓	
Improper Placement					✓	✓	✓	✓	✓	✓	✓	
Infinitive					✓	✓	✓	✓	✓	✓	✓	
Participial (Adj./Adv.)						✓	✓	✓	✓	✓	✓	
Phrase or Clause						✓	✓	✓	✓	✓	✓	
Prepositional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Transitional (e.g., by the way)						✓	✓	✓	✓	✓	✓	

W = Writing P = Punctuation

## PREPOSITIONS

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Differentiating Prep. And Adv.					✓	✓						
Influencing Subject and Verb	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Object of the Preposition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Phrase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## PRONOUNS

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Antecedent Agreement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Demonstrative			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Former-Latter							✓	✓	✓	✓	✓	
Indefinite		✓	✓	✓	✓	✓						
Interrogative	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Personal	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nominative (Subject)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nominative (Predicate Pronoun)							✓	✓	✓	✓	✓	
Objective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Direct Object	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Indirect Object							✓	✓	✓	✓	✓	
Object of the Preposition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Possessives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reflexive				✓	✓	✓	✓	✓	✓	✓	✓	
Relative					✓	✓	✓	✓	✓	✓	✓	
Subject - Imperative Sentence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
We/Us + Noun							✓	✓	✓	✓	✓	

P = Punctuation

## SENTENCE TYPES

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## SENTENCES

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Complex							✓	✓	✓	✓	✓	
Compound				✓	✓	✓	✓	✓	✓	✓	✓	
Compound-Complex				✓	✓	✓	✓	✓	✓	✓	✓	
Fragments/Sentences/Run-Ons	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Simple	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

S = Sentences

## VERBS

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Action	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Action/Linking				✓	✓	✓	✓	✓	✓	✓	✓	
Agreement of Subject and Verb	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Auxiliary (Helping Verbs)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Can/May	✓	✓	✓	✓	✓	✓						
Compound Verb	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Contractions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Defined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Identify Complete Subject & Verb	✓											
Identify Subject and Verb	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Infinitives		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Irregular	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Lie/Lay				✓	✓	✓	✓	✓	✓	✓	✓	
Sit/Set				✓	✓	✓	✓	✓	✓	✓	✓	
Mood							✓	✓	✓	✓	✓	
Subjunctive							✓	✓	✓	✓	✓	
Tense												
Future	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Future Perfect							✓	✓	✓	✓	✓	
Future Progressive							✓	✓	✓	✓	✓	
Past	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Past Perfect							✓	✓	✓	✓	✓	
Past Progressive							✓	✓	✓	✓	✓	
Present	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Present Perfect							✓	✓	✓	✓	✓	
Present Progressive							✓	✓	✓	✓	✓	
To Be/Linking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Transitive/Intransitive							✓	✓	✓	✓	✓	
Voice (Active/Passive)							✓	✓	✓	✓	✓	

## ANALOGIES

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

**CAPITALIZATION**

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Abbreviation/Initial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Abstract Concept											✓	
Assn./Org./Club/Team, etc.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
Award						✓	✓	✓	✓	✓	✓	
Beginning of a Sentence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Brand				✓	✓	✓	✓	✓	✓	✓	✓	
Business	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Category/Rank/Grade, etc.						✓	✓	✓	✓	✓	✓	
Closing of a Letter (First Word)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Day/Month	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Direct Quotations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Event	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Geographic Location	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Government				✓	✓	✓	✓	✓	✓	✓	✓	
Government Body, Agency, etc.				✓	✓	✓	✓	✓	✓	✓	✓	
Greeting of a Letter		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Heavenly Body							✓	✓	✓	✓	✓	
Historical Document, Law, Treaty, Amendment, etc.				✓	✓	✓	✓	✓	✓	✓	✓	
Historical Event				✓	✓	✓	✓	✓	✓	✓	✓	
Hyphenated Proper Noun & Proper Adjective							✓	✓	✓	✓	✓	
Institutions, e.g. Correctional Facility						✓	✓	✓	✓	✓	✓	
Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Nationality, Race, Ethnic Group						✓	✓	✓	✓	✓	✓	
Nickname/Epithet	✓						✓	✓	✓	✓	✓	
<b>Outline</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Parenthetical Expression									✓			
Period of Time	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Poetry (Lines)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Political Party and Member						✓	✓	✓	✓	✓	✓	
Program/Project						✓	✓	✓	✓	✓	✓	
Pronoun, I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Proper Adjective		✓				✓	✓	✓	✓	✓	✓	
Proper Noun	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Region of Country and World			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Religious Reference			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Schools, Colleges, Learning Places	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Scientific Division							✓	✓	✓	✓	✓	
Street/Road/Freeway/Interstate, etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Structures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Subject with Number or Letter		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Title of Literary Works, etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Title with Names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Title (Well-Known)							✓				✓	

**Do Not Capitalize**

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
Animals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Amino Acids/Minerals									✓		✓	
Career Choices				✓	✓	✓	✓	✓	✓	✓	✓	
Dances				✓	✓	✓	✓	✓	✓	✓	✓	
Directions				✓	✓	✓	✓	✓	✓	✓	✓	
Diseases/Illnesses				✓	✓	✓	✓	✓	✓	✓	✓	
Foods				✓	✓	✓	✓	✓	✓	✓	✓	
Games				✓	✓	✓	✓	✓	✓	✓	✓	
Multiple Proper Noun Exception										✓	✓	
Parentheses Within Some Sentences										✓	✓	
Parts of a Name									✓	✓	✓	
Plants			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Poetry (Indented Lines)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
School Subjects Without # or Letter			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Seasons	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Some Abbreviations (i.e., e.g.)										✓	✓	
Some Hyphenated Words										✓	✓	
Species										✓	✓	
Split Quotations										✓	✓	
Terms, gods and goddesses							✓	✓	✓	✓	✓	
Within Some Parentheses										✓	✓	
Word Emphasized After a Colon											✓	
Word Following a Semicolon									✓	✓	✓	

**PUNCTUATION**

	EASY GRAMMAR						EG ULTIMATE					
	1	2	3	4	5	6 Plus	8	9	10	11	12*	
<b>Apostrophe</b>												
Contractions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Plural #, Letter, Word(s) Out of Context							✓	✓	✓	✓	✓	
<b>Possessives</b>												
Compound with Individual Item(s)					✓	✓	✓	✓	✓	✓	✓	
Compound with Shared Item(s)					✓	✓	✓	✓	✓	✓	✓	
Plural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Singular	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Asterisk</b>										✓	✓	
<b>Brackets</b>										✓	✓	
<b>Colon</b>												
Before an Emphasized Word										✓	✓	
Between a Title and a Subtitle										✓	✓	
Divisions					✓	✓	✓	✓	✓	✓	✓	
Greeting of a Business Letter				✓	✓	✓	✓	✓	✓	✓	✓	
Introduction of a Long Quotation										✓	✓	
List				✓	✓	✓	✓	✓	✓	✓	✓	
Ratios										✓	✓	
Time	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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	EASY GRAMMAR											EG ULTIMATE
	1	2	3	4	5	6	Plus	8	9	10	11	12*
<b>Do Not Use a Comma</b>												
After Color + Adjective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Between Month and Year			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Between Postal Code and State	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Between Word Ending in ly + Adjective			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
With Two Items Joined by And	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Do Not Use a Colon</b>												
After a List Starting with a Preposition or a Verb												✓

	EASY GRAMMAR											EG ULTIMATE
	1	2	3	4	5	6	Plus	8	9	10	11	12*
<b>Do Not Use a Period</b>												
Acronyms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Postal Codes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Some Abbreviations			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
With Abbreviation at End of Sentence				✓	✓	✓	✓	✓	✓	✓	✓	✓

	EASY GRAMMAR											EG ULTIMATE
	1	2	3	4	5	6	Plus	8	9	10	11	12*
<b>WRITING SENTENCES UNIT</b>												
Appositives	✓	✓	✓	✓								
Compound Sentences				✓								
Introductory Participial Phrase			✓	✓	✓							
Items in a Series	✓	✓										
Sentences Using Semicolons			✓	✓								
Subordinate Conjunctions					✓	✓						

Concepts Included Only in Level 12+ of Easy Grammar Ultimate Series®

**ADJECTIVES**

- Adjective or Pronoun Usage
- Peripheral
- Roving
- Anaphoric Reference
- Phrases – Peripheral
- Interrogative
- Post Modifier

**ADVERBS**

- Adjunct (Predication)
- Spatial
- Adjunct (Sentence)
- Subjunct
- Disjunct
- Subordinating (Conjuncts)

**CONJUNCTIONS**

- Mixed
- Pure

**IMPORTANT WORDS**

- Different From/Different Than

**NOUNS**

- Animate/Inanimate
- Variable/Invariable
- Collective and/or Mass
- Zero
- Countable/Uncountable

**PRONOUNS**

- Distributive
- Reciprocal
- Nonsexist Language
- Person (1st, 2nd, 3rd)

**PUNCTUATION ~ Do Not Use:**

Comma After Please Within Sentence and Before Please at End of Sentence

**VERBS**

- Catentative
- Modal [Surely]
- Mood (Subjunctive)
- Nonfinite
- Concord
- Mood (Declared)
- Formulaic
- Primary
- Finite
- Mood (Imperative)
- Mandative
- Sit/Set, Rise/Raise, Lie/Lay
- Lexical (Full)
- Mood (Indicative)
- Were-Subjunctive

**Beyond Easy Grammar®**

The last section of each Easy Grammar® 12+ lesson includes the four components of grammar:

**orthography, syntax, etymology, and prosody.**

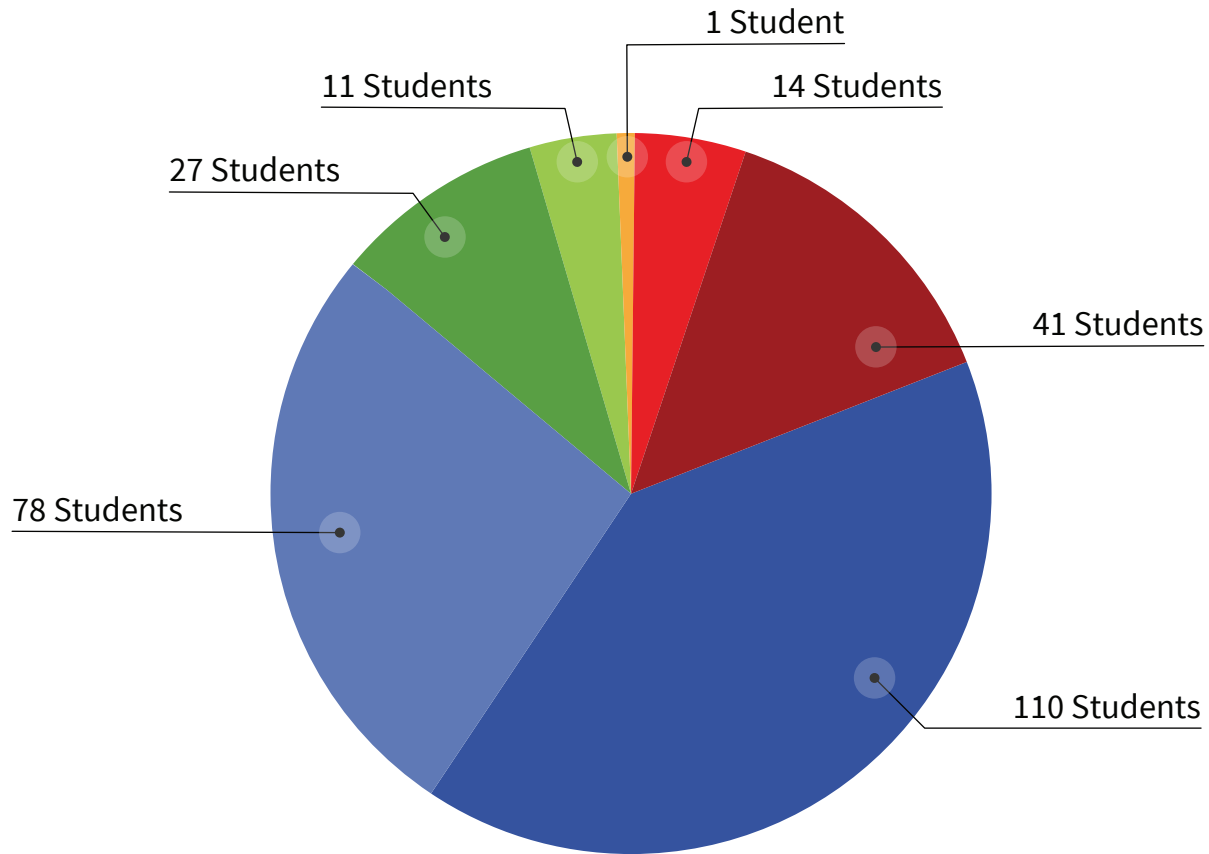
All concepts are presented in an easy manner, and only a discussion with students is recommended.



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# Evidence-Based Study

INCREASE in SCORES of STUDENTS USING EASY GRAMMAR®  
and DAILY GRAMS® texts in Grades 3, 4, 5, 6, 7, and 8



**85%** (227 of 282 Students)  
**Increased Scores by 21%-61%!**



**99.64%** of All Students  
**Increased Their Scores!**

<b>0% - 10%</b>	14 Students	<b>41% - 50%*</b>	27 Students
<b>11% - 20%</b>	41 Students	<b>51% - 60%*</b>	11 Students
<b>21% - 30%*</b>	110 Students	<b>61% - 70%*</b>	1 Student
<b>31% - 40%*</b>	78 Students		

**\*Amazing Growth**

Participants in this study, conducted at an academy in Utah, were students in Grades 3-8 who had never used an *Easy Grammar*® teaching text or a *Daily GRAMS*®: *Guided Review Aiding Mastery Skills* review text. Students completed a pretest provided within *Easy Grammar*® texts. The pretest was administered the first week of school, prior to use of either series. An identical post-test was administered within the last week of the school year. Both were completed in a classroom setting and were identically graded. (For more information, visit [easygrammar.com](http://easygrammar.com) and click on "Evidence Based.")

# Check Out Our Videos

See Dr. Wanda Phillips in Quick, Fun, and Informative Easy Grammar®, Daily GRAMS®, & Easy Grammar Ultimate Series® Videos! These short videos are full of valuable information about the different texts and will answer many questions that you may have.

- ✓ Introduction (Overview of all texts)
- ✓ Easy Grammar®: Grade 1
- ✓ Easy Grammar®: Grade 2
- ✓ Easy Grammar®: Grades 3 – 6 & Plus (teaching texts)
- ✓ Daily GRAMS®: Grades 3 – 7 (review texts)
- ✓ Easy Grammar Ultimate Series®: Grades 8 – 12+ (teaching texts)
- ✓ Direct Objects: Dr. Phillips shares memorable and kinesthetic learning



“Our principals and I were at your booth — learning about this new way of learning grammar. While there, we heard testimony after testimony from teachers who had . . . instituted your curriculum . . . with amazing results! (Later) we promptly began to learn grammar. These kids were getting it! Light bulbs were going off! Wanda, you could see it in their eyes — kids who had previously done poorly were gleaming with pride for understanding what they were doing.”

- S.W., CA

# Easy Grammar®

## Grades 1 & 2

- ✓ 180 short, 5-10 minute, daily lessons-one per school day
- ✓ Strategies/ideas for memorable learning
- ✓ Teacher-led oral instruction that reinforces correct usage
- ✓ Lessons are spiraled and gradually increase in complexity



### Easy Grammar® Grade 1

Teacher Edition \$36.95

Student Workbook \$16.95

### Easy Grammar® Grade 2

Teacher Edition \$36.95

Student Workbook \$16.95

“**Easy Grammar®: Grade 1** does an incredible job laying a solid grammatical foundation. Concepts are introduced in the most basic, expanded on, and applied on an ongoing basis . . . Once a concept is introduced, it'll appear multiple times throughout the book to lead children towards mastery.”

-Magazine Review

“My . . . students still make a point to tell me how appreciative they are for the lessons they learned. They felt confidence in their abilities and experienced success at the college level.”

- J.M., US

# Easy Grammar®

## Grade 1

- ▶ *5 —10-minute, daily lessons*
- ▶ *Designed for mastery learning*
- ▶ *Strategies/Ideas for memorable learning*
- ▶ *Teacher-led oral instruction that reinforces correct usage*
- ▶ *Kindergarten sight words mainly used*



The design of **Easy Grammar®: Grade 1** makes it easy to teach and easy for students to learn. Concepts have been set up spirally because children need a “hook” to give meaning to their learning. As students encounter concepts, dendrites grow. When students encounter the concept again, dendrites are strengthened by synapses, and more learning ensues. This process, over a period of time, promotes mastery learning. Each provides the concepts presented and the lessons (DAYS) when they occur.

The **180 daily, short (5-10 minute) lessons** afford students a paradigm to learn well. The format for each lesson is the same.

- #1. ● **Capitalization**
- #2. ■ **Punctuation**
- #3. ♥ **Lesson**
- #4. ✍ **Sentence: Sentence Formation (DAYS 1-89)**  
**Sentence Combining (DAYS 90-180)**

This design is important to learning. The headings are 18-point for ease in traversing each lesson. The large symbols in each heading help students focus. Explanations are boldfaced, and examples are given as a point of reference. Ample space has been maintained for each page.



## Easy Grammar®: Grade 1 Sample Page - Answers

### Day 44 Answers

1. Sam, Rice, School, Utah
2. Wasn't she funny?
3. A. bugs    B. zoos
4. Does she like this?

### Suggestions and Comments Section – Day 44

Introduce vocabulary of your choosing. Review is an option.

- #2: Ascertain that students make an apostrophe correctly. Be sure placement is correct.  
#3: This is a reintroduction to *plural*. The term is used much later.
- 

### Day 77 Answers

1. Emma, Kings, Hospital, Reed, Road
2. Yes, she lives in Dallas, Texas.
3. am
4. Chan has given us lunch.

### Suggestions and Comments Section – Day 77

- #3: Note the describing word after the verb. The example may be helpful.  
#4: The focus is *has given*. See DAY 50, #4.
- 

### Day 153 Answers

1. Lulu, Mills, Island, Christmas
2. I'm reading the book named The Sad Cook.
3. Kim rides; **direct object** = horse
4. Answers May Vary/Representative Answer: Wild hamsters live in tunnels all day.

### Suggestions and Comments Section – Day 153

- #4: **This is an informative (expository) sentence combining.** See DAY 90, #4.

Easy Grammar Systems® recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12\*).

## Sample Page

SAMPLE PAGE

## DAY 44

## ● Capitalization:

Capitalize the name of a school. Example: Carr Day School

1. sam goes to rice school in utah.  
(state)

## ■ Punctuation:

Place an apostrophe ( ' ) where a letter or letters have been left out.

Examples: was not = wasn't      is not = isn't

2. Wasn t she funny

## ♥ Lesson:

A noun may name one. Example: one rat

A noun may name more than one. Example: rats

To name more than one, add s to most nouns.

3. A. one bug = two \_\_\_\_\_  
B. one zoo = five \_\_\_\_\_

✍ **Sentence:**    Trace or write the words in this sentence.

4. Does she like this?

Does she like this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Sample Page

SAMPLE PAGE

DAY 77

## ● Capitalization:

Capitalize the name of a hospital. Example: Hope Hospital

- emma works at kings hospital on reed road.

## ■ Punctuation:

If Yes is the first word of a sentence, place a comma after Yes.

Example: Yes, I'm sure!

- Yes she lives in Dallas Texas  
(city) (state)

## ♥ Lesson:

The verb tells what is or what happens in a sentence.

Some verbs do NOT show action. They help to make a statement.

Example: Some bugs are big.

- 🚲 The subject is the pronoun I. Draw two lines under the verb.

- I am happy.

## ✍ Sentence:

- 🚲 Write this sentence.

- Chan has given us lunch.

---



---



---



## Sample Page

SAMPLE PAGE

DAY 153

## ● Capitalization :

1. lulu went to mills island for christmas.

## ■ Punctuation :

Underline ( \_\_\_ ) the title of a book.

Example: The Three Pigs

2. I m reading the book named The Sad Cook

## ♥ Lesson :

A direct object occurs after an action verb and receives the action.

D.O.

Example: The boy ate eggs for breakfast.

3. Kim rides her horse.

## ✍ Sentence Combining :

4. Hamsters may be wild .

They live in tunnels all day .

---



---



“There is a section called 'Suggestions and Comments.' Here you find information about how to help your student do each lesson. It's quick and very clear.”

- T.H.

Teacher Edition: \$36.<sup>95</sup>  
 Student Workbook: \$16.<sup>95</sup>

# Easy Grammar®

## Grade 2

- ▶ *An ideal introduction to the understanding of language usage and skills*
- ▶ *180 short lessons—one per school day*
- ▶ *Capitalization taught or reviewed every day*
- ▶ *Punctuation taught or reviewed daily*
- ▶ *Also includes usage, dictionary skills, sentence combining, etc.*
- ▶ *Teacher-led oral instruction recommended*



The purpose of **Easy Grammar®: Grade 2** is to provide students with an opportunity to learn their language and review language concepts. This text may seem too easy at the beginning. Don't be concerned!

### **Format:**

Note that each page is set up in the same manner.

1. Sentence 1 will always contain capitalization errors. This provides both rules covered and lessons in which each rule is introduced and/or reviewed.
2. In sentence 2 of each lesson, students will need to insert needed punctuation. This provides both rules covered and lessons in which each rule is introduced and/or reviewed.
3. Sentence 3, DAYS 1-90, will be TEACHING and/or REVIEWING of various concepts. (After DAY 90, this is expanded to include a #4.)
4. Sentence 4, DAYS 1-90, will be sentence combining.
5. For DAYS 91-180, sentence 5 is sentence combining. Using sentences given, students will write one higher-level sentence.

## Easy Grammar®: Grade 2 Sample Page - Answers

### Day 35 Answers

1. **H**ave, **C**amelback, **M**ountain
2. Pat's shells
3. a) rugs    b) buses
4. Answers May Vary/Representative Answer: This rose with a long stem is pink. This long-stemmed rose\* is pink.  
\*For children who have heard the phrase, long-stemmed rose, this will not be such a difficult construction.

### Ideas and Suggestions For Effective Teaching Section – Day 35

1. Solicit local examples including names of hills, if possible.
  2. Review of yesterday's lesson is suggested.
  3. Solicit other examples.
  4. See DAY 7 note.
- 

### Day 96 Answers

1. **L**ast, **C**aptain, **B**ree, **S**cotland
2. Have you ever been to Buffalo, New York?
3. anything
4. looked
5. Answers May Vary/Representative Answer: Kala ate eggs, toast, and ham for breakfast.

### Ideas and Suggestions For Effective Teaching Section – Day 96

3. Double negatives are especially difficult for students whose family uses them. Your goal is for those students is to change academic behavior.
- 

### Day 166 Answers

1. **N**orth, **A**llen, **D**rive, **L**ubbock, **T**X, **J**une, **D**ear, **A**unt, **C**arole
2. His three cousins' scooter is broken.
3. doesn't
4. neat, messy
5. Answers May Vary/Representative Answer: Some energetic puppies were playing together.

### Ideas and Suggestions For Effective Teaching Section – Day 166

1. After completing capitalization, you may want to discuss the parts of a heading.
4. You may want to have the students draw an arrow from each adjective to the noun it modifies. This will show students that an adjective does not have to precede a noun. This sets the course for learning about predicate adjectives later.

**Easy Grammar Systems®** recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12\*).

## Sample Page

SAMPLE PAGE

DAY 35

**CAPITALIZATION:****Capitalize the name(s) of mountains.**Example: **R**ocky **M**ountains

1. have you been to camelback mountain?

**PUNCTUATION:**

2. shells belonging to Pat = \_\_\_\_\_ shells

**PARTS OF SPEECH: NOUNS****Plural means more than one.****Most plurals are made by adding s to the word.****If a word ends in sh, ch, s, x, or z, add es to make the plural.**

Examples: one basket - two baskets

a box = four boxes

Write the plural of these words.

3. a) rug - \_\_\_\_\_      b) bus - \_\_\_\_\_

**SENTENCE COMBINING:**

4. This rose is pink.  
It has a long stem.

---



---



# Sample Page



DAY 96

**CAPITALIZATION:**

1. last winter, captain bree was sent to scotland\*.  
\*name of a country

**PUNCTUATION:**

2. Have you ever been to Buffalo New York

\_\_\_\_\_

**PARTS OF SPEECH: ADVERBS**

Do not use not and nothing in the same sentence.

Write the correct word.

3. We are not searching for \_\_\_\_\_ ( nothing, anything ).

**PARTS OF SPEECH: VERBS**

Tense means time. Past tense means past time. Something already happened. Most verbs add ed to make the past tense.

Write the past tense.

4. Yesterday, they \_\_\_\_\_ (to look) for a pet snake.

**SENTENCE COMBINING:**

5. Kala ate eggs for breakfast.  
She also ate toast.  
She also ate ham.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Sample Page

SAMPLE PAGE

DAY 166

**CAPITALIZATION:**

Capitalize this heading and greeting of a friendly letter.

1. 3627 north allen drive  
lubbock, tx 79407  
june 2, 20—
- dear aunt carole,

**PUNCTUATION:**If one person or thing owns something, add 's.If two or more own something and the noun ends in s, add '.

Examples: one duck's feathers  
many ducks' pond

2. His three cousins scooter is broken
- 

**SUBJECT/VERB AGREEMENT:**Use **do (don't)** with **I, you, or a plural subject** (more than one).Example: The climbers *don't* have ropes.Use **does (doesn't)** with **a singular subject** (one).Example: She *doesn't* sew.

Circle the correct word.

3. He ( *don't*, *doesn't* ) like onions.

**PARTS OF SPEECH: ADJECTIVES**

Adjectives are describing words.

Circle 2 adjectives that describe kitchens.

4. Kitchens can be neat or messy.

**SENTENCE COMBINING:**

5. Some puppies were playing together.  
The puppies were energetic.
- 
- 



“I have never seen so many 5-star ratings on different sites for a program.”

- N.B., U.S.

# Easy Grammar<sup>®</sup>

## Grades 3 - 7 (Plus)

- ✓ Prepositional approach
- ✓ Easy to understand, yet thorough
- ✓ Unit & cumulative reviews and tests
- ✓ Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.
- ✓ Mastery enhanced by building-block learning
- ✓ Constantly teaches & builds to promote mastery



### Easy Grammar<sup>®</sup> Grade 3

Teacher Edition	\$37.95
Student Workbook	\$17.95
Student Test Booklet	\$6.95

### Easy Grammar<sup>®</sup> Grade 4

Teacher Edition	\$37.95
Student Workbook	\$17.95
Student Test Booklet	\$6.95

### Easy Grammar<sup>®</sup> Grade 5

Teacher Edition	\$41.95
Student Workbook	\$17.95
Student Test Booklet	\$6.95

### Easy Grammar<sup>®</sup> Grade 6

Teacher Edition	\$41.95
Student Workbook	\$17.95
Student Test Booklet	\$6.95

### Easy Grammar<sup>®</sup> Plus

Teacher Edition	\$41.95
Student Workbook	\$17.95
Student Test Booklet	\$6.95

“We just want to thank you for publishing a grammar program that works! Our sixth graders recently completed the language arts portion of our state tests and scored 91% overall. This is an increase of 15 percentage points from last year. We love your program!”

-6th Grade Teachers

# Easy Grammar® Texts Promote Mastery Learning

Easy Grammar® Grades 3 - 7 (Plus)

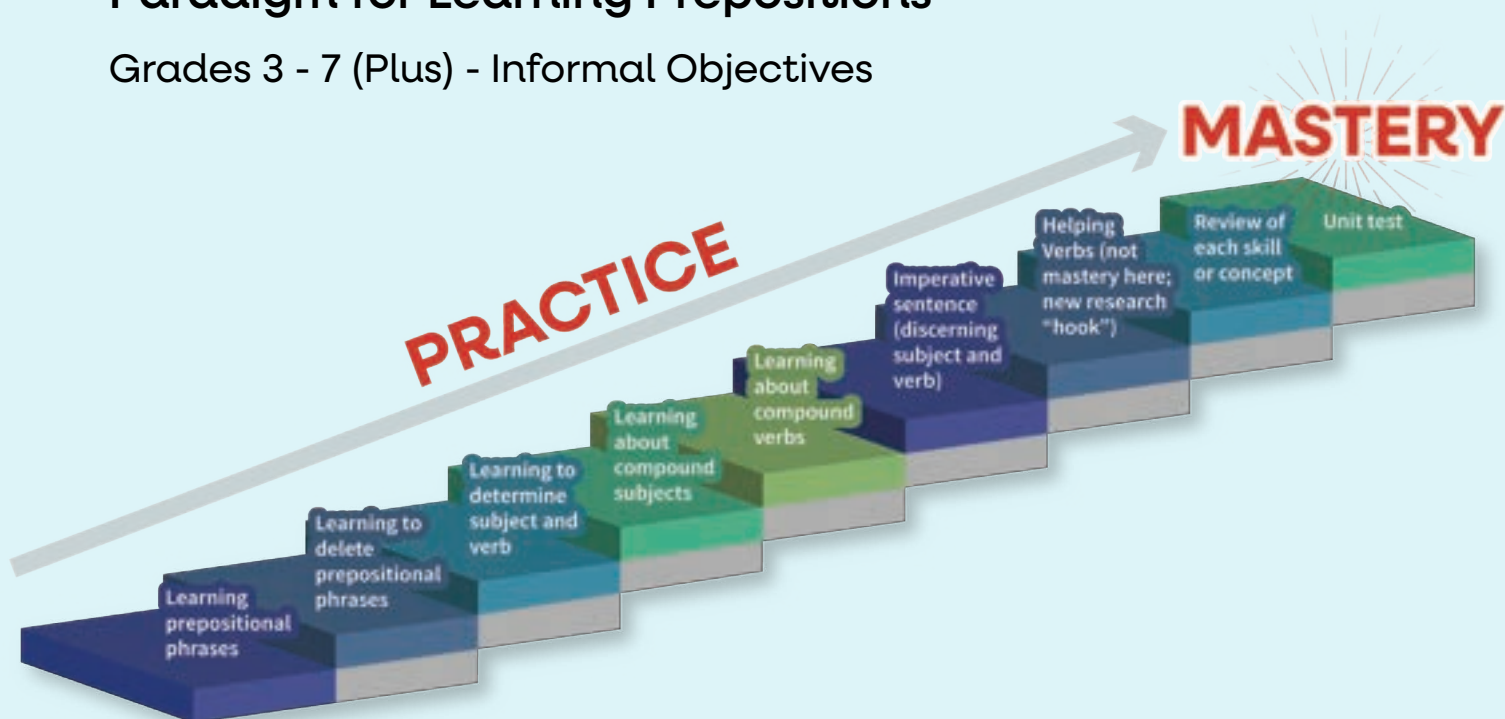
Developed by Dr. Wanda Phillips, the building-block, escalator-style learning paradigm, offers students the opportunity to learn **easily, yet thoroughly**. The author analyzed which basic skill (within a concept) students needed to learn first. With the ultimate goal for students **to speak and to write well**, Dr. Phillips, then, introduced all skills/concepts to build sequentially.

In developing the series, Dr. Phillips used other designs including cumulative reviews, cumulative tests, and cyclical learning as strategies to enhance **mastery**.



## Building-Block, Escalator-Style Paradigm for Learning Prepositions

Grades 3 - 7 (Plus) - Informal Objectives



Teacher Edition:	\$37. <sup>95</sup>
Student Workbook:	\$17. <sup>95</sup>
Student Test Booklet:	\$6. <sup>95</sup>

# Easy Grammar®

## Grade 3

- ▶ *Prepositional approach*
- ▶ *Easy to understand, yet thorough*
- ▶ *Unit & cumulative reviews and tests*
- ▶ *Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.*
- ▶ *Constantly teaches & builds to promote mastery*



**Easy Grammar®: Grade 3** uses the prepositional approach. Other concepts are introduced and reviewed throughout the school year. In addition, reviews and cumulative reviews are provided along the way to help ensure mastery learning.

1. Students memorize 28 prepositions.
2. After a prepositional phrase is crossed out, the student no longer needs to be concerned with it. The subject and verb won't be in a prepositional phrase.\* This makes it very easy to determine the subject and verb of a sentence. \*most of the time
3. Example: In the following sentence, students who do not use this approach may respond that the subject is child or park.

**A mother with her child ran across the park.**

The prepositional approach eliminates the guessing. Prepositional phrases are crossed out. Then, the subject and verb of a sentence are readily determined.

**A mother with her child ran across the park.**

4. In using this process, students are actively engaged in learning. They love the “hands on” process, and using it helps them to be successful.
5. This approach is used periodically throughout the text in order for students to understand other concepts: direct objects, subject/verb agreement, etc.

Note: To increase mastery of the concepts, use our review text, **Daily GRAMS®: Grade 3**.

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“I am so excited to have found your grammar teaching method and books. I am an elementary special education teacher for a self-contained class for students with autism. All of my students have extreme difficulty in writing and formulating novel sentences and initiations. I am convinced that a large factor is that they don't understand how our language works. Given explicit and direct grammar instruction, they will be able to decode the patterns in our language and help them sort the words they already know to construct meaningful sentences, assisting in both writing and teaching.”

- C.O., NC

# Grade 3

## Sample Pages Overview

**Easy Grammar®: Grade 3** sample pages follow.  
Answer pages are on the left.

Subject	Page
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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

**WORKBOOK PAGE 17**

Date \_\_\_\_\_

**PREPOSITIONS  
Subject/Verb**

**Note to Teacher:** These sentences contain only one prepositional phrase. Students should be able to determine subject and verb readily. To #14, I have added a direct object. Although direct objects will be introduced later, it may be wise to explain that the object we are washing is *hands*. The hands are not washing! This explanation helps students to determine the subject when a direct object appears in a sentence. Ensuing worksheets will include some sentences that contain a direct object.

Directions: Cross out the prepositional phrase in each sentence. Then, underline the subject once and the verb twice.

Example: Several children skipped ~~to a song~~.

1. Susie lives ~~in a city~~.
2. They hid ~~behind the sofa~~.
3. He went ~~into the garage~~.
4. Sam jumped ~~over a cardboard box~~.
5. Their dog sleeps ~~under their bed~~.
6. Mark sat ~~between his parents~~.
7. A fisherman waded ~~through the water~~.
8. Her cut was ~~below her right knee~~.
9. Some fawns walked ~~across a meadow~~.
10. The package is ~~from Dave's sister~~.
11. His grandmother often sits ~~beside a window~~.
12. The three girls shopped ~~with their aunt~~.
13. A small bee buzzed ~~around the room~~.
14. We wash ~~our hands before every meal~~.

34

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**PREPOSITIONS**  
**Subject/Verb**

Date \_\_\_\_\_

Directions: Cross out the prepositional phrase in each sentence. Then, underline the subject once and the verb twice.

Example: Several children skipped ~~to a song~~.

1. Susie lives in a city.
2. They hid behind the sofa.
3. He went into the garage.
4. Sam jumped over a cardboard box.
5. Their dog sleeps under their bed.
6. Mark sat between his parents.
7. A fisherman waded through the water.
8. Her cut was below her right knee.
9. Some fawns walked across a meadow.
10. The package is from Dave's sister.
11. His grandmother often sits beside a window.
12. The three girls shopped with their aunt.
13. A small bee buzzed around the room.
14. We wash our hands before every meal.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

**WORKBOOK PAGE 69**

Date \_\_\_\_\_

**VERBS**  
**Irregular Verbs****Note to Teacher:** You may wish to do this worksheet orally.

Directions: Underline the correct verb with double lines.

Example: A boy had ( brang, brought ) a snake.

1. Ellen has ( broke, broken ) her finger.
2. I have ( bought, boughten ) a ruler.
3. Ice had ( froze, frozen ) on the pond.
4. We have ( written, wrote ) letters.
5. During breakfast, he had ( ate, eaten ) all of the cereal.
6. Jake has ( given, gave ) his basketball to a friend.
7. Several kittens have ( drank, drunk ) milk.
8. Snow had ( fell, fallen ) during the night.
9. Jan and David have ( flown, flew ) to Idaho.
10. One of the dogs has ( run, ran ) into the street.
11. His sister had ( spoke, spoken ) to him harshly.
12. Bob's brothers have ( taken, took ) a taxi.
13. Our bus had ( came, come ) early.

142

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**VERBS**  
**Irregular Verbs**

Date \_\_\_\_\_

Directions: Underline the correct verb with double lines.

Example: A boy had ( brang, brought ) a snake.

1. Ellen has ( broke, broken ) her finger.
2. I have ( bought, boughten ) a ruler.
3. Ice had ( froze, frozen ) on the pond.
4. We have ( written, wrote ) letters.
5. During breakfast, he had ( ate, eaten ) all of the cereal.
6. Jake has ( given, gave ) his basketball to a friend.
7. Several kittens have ( drank, drunk ) milk.
8. Snow had ( fell, fallen ) during the night.
9. Jan and David have ( flown, flew ) to Idaho.
10. One of the dogs has ( run, ran ) into the street.
11. His sister had ( spoke, spoken ) to him harshly.
12. Bob's brothers have ( taken, took ) a taxi.
13. Our bus had ( came, come ) early.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_  
**WORKBOOK PAGE 165**  
 Date \_\_\_\_\_

**Cumulative Review  
 Pronouns**

**A. Prepositions and Verb Phrases:**

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb or verb phrase twice.

**Remember:** helping verb(s) + main verb = verb phrase  
 may have gone = may have gone

1. A stray cat is sitting ~~on our patio.~~
2. They must have left ~~before the end of the tennis match.~~
3. ~~During our picnic,~~ John did not help ~~with the cooking.~~
4. (You) Save the water ~~in this cup for me.~~

**B. Compound Subject and Compound Verb:**

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb or verb phrase twice.

**Remember:** The subject or verb will not be a word in a prepositional phrase.

1. Paper and pencils are ~~on a table by the speaker.~~
2. A child leaned ~~over the railing~~ and tossed a coin ~~into the water.~~

**C. Can/May:**

Directions: Circle the correct word.

1. ( Can, **May** ) I go to the bathroom?
2. I ( **can**, may ) understand your problem.

370

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**Cumulative Review  
Pronouns**

Date \_\_\_\_\_

**A. Prepositions and Verb Phrases:**

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb or verb phrase twice.

**Remember:** helping verb(s) + main verb = verb phrase  
                   may have                   gone       = may have gone

1. A stray cat is sitting on our patio.
2. They must have left before the end of the tennis match.
3. During our picnic, John did not help with the cooking.
4. Save the water in this cup for me.

**B. Compound Subject and Compound Verb:**

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb or verb phrase twice.

**Remember:** The subject or verb will not be a word in a prepositional phrase.

1. Paper and pencils are on a table by the speaker.
2. A child leaned over the railing and tossed a coin into the water.

**C. Can/May:**

Directions: Circle the correct word.

1. ( Can, May ) I go to the bathroom?
2. I ( can, may ) understand your problem.

371

# Answer Sheet

**SAMPLE PAGE**

Name \_\_\_\_\_  
**WORKBOOK PAGE 194**  
 Date \_\_\_\_\_

**PUNCTUATION**  
**Comma (,)**

**Rule 6: Place a comma after three or more items in a series.**  
 Do not place a comma after the last item in a series.  
 Example: I bought pretzels, chips, and soda for our party.

Do not place a comma between two items. ↑ (no comma)  
 Example: celery and carrots

**Rule 7: Place a comma after the greeting of a friendly letter.**  
 Example: Dear Randy,

**Rule 8: Place a comma after the closing of a friendly letter.**  
 Example: Your friend,

**Rule 9: Place a comma after a word like yes or no at the beginning of a sentence.**  
 Example: No, I don't want any dessert.



Directions: Read each sentence and complete it.

**ANSWERS WILL VARY FOR 1-3.**

1. Write a greeting of a letter to one of your friends: Dear Bobbi,
2. Write a closing of a letter to someone: Love,
3. Finish this sentence: My three best friends are Lauren, Mary, and Elizabeth
4. Place commas where needed:
  - a. Yes, I would like some chips and dip.
  - b. Gary, Annette, and Sammy won!

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**PUNCTUATION****Comma (,)**

Date \_\_\_\_\_

**Rule 6: Place a comma after three or more items in a series.**

Do not place a comma after the last item in a series.

Example: I bought pretzels, chips, and soda for our party.

↑ (no comma)

Do not place a comma between two items.

Example: celery and carrots

**Rule 7: Place a comma after the greeting of a friendly letter.**

Example: Dear Randy,

**Rule 8: Place a comma after the closing of a friendly letter.**

Example: Your friend,

**Rule 9: Place a comma after a word like *yes* or *no* at the beginning of a sentence.**

Example: No, I don't want any dessert.



Directions: Read each sentence and complete it.

1. Write a greeting of a letter to one of your friends: \_\_\_\_\_.
2. Write a closing of a letter to someone: \_\_\_\_\_.
3. Finish this sentence: My three best friends are \_\_\_\_\_  
\_\_\_\_\_.
4. Place commas where needed:
  - a. Yes I would like some chips and dip.
  - b. Gary Annette and Sammy won!

449

“We just want to send a thank you to Dr. Wanda C. Phillips. I don't even remember how her book, Easy Grammar® (a new approach to grammar that works!!!) came across my desk, but I have used it for two years now. It is the most outstanding approach we have ever used.”

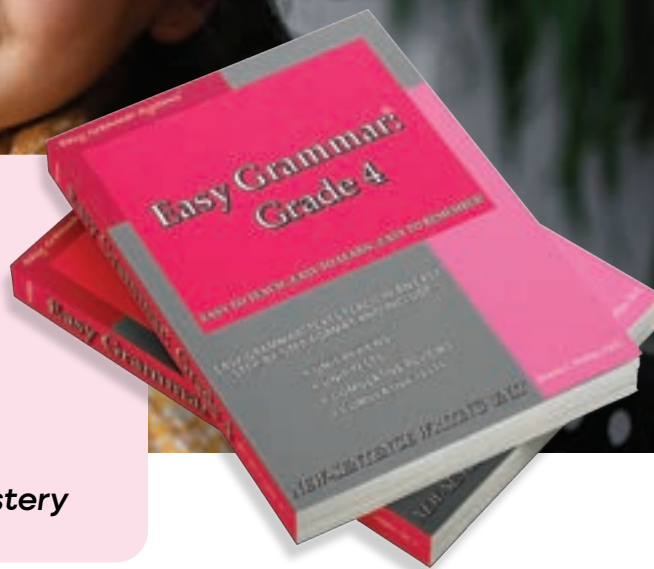
- D.P., PA

Teacher Edition:	\$37. <sup>95</sup>
Student Workbook:	\$17. <sup>95</sup>
Student Test Booklet:	\$6. <sup>95</sup>

# Easy Grammar®

## Grade 4

- ▶ *Prepositional approach*
- ▶ *Easy to understand, yet thorough*
- ▶ *Unit & cumulative reviews and tests*
- ▶ *Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.*
- ▶ *Constantly teaches & builds to promote mastery*



**Easy Grammar®: Grade 4** uses the prepositional approach. Other concepts are introduced and reviewed throughout the school year. In addition, reviews and cumulative reviews are provided along the way to help ensure mastery learning.

1. Students memorize 40 prepositions (28 from **Easy Grammar®: Grade 3** plus an additional 12).
2. After a prepositional phrase is crossed out, the student no longer needs to be concerned with it. The subject and verb won't be in a prepositional phrase.\* This makes it very easy to determine the subject and verb of a sentence. \*most of the time
3. **Example:** In the following sentence, students who do not use this approach may respond that the subject is *beard*, *carriage*, or *driver*. For a verb, student response may include *smiling*.

**One man with a long gray beard spoke to a smiling carriage driver.**

The prepositional approach eliminates guessing. Prepositional phrases are crossed out. Then, the subject and verb of a sentence are readily determined.

**One man with a long gray beard spoke to a smiling carriage driver.**

4. In using this process, students are actively engaged in learning. They love the “hands on” process, and using it helps them to be successful.
5. This approach is used periodically throughout the text in order for students to understand other concepts: direct objects, subject/verb agreement, etc.

Note: To increase mastery of the concepts, use our review text, **Daily GRAMS®: Grade 4**.

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# Grade 4

## Sample Pages Overview

*Easy Grammar®: Grade 4* sample pages follow.  
Answer pages are on the left.

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

Preposition Test

Date \_\_\_\_\_

**Total points = 53!** This number was determined by counting subject as one point, verb as one point, and each prepositional phrase as one point. If students delete an infinitive as a prepositional phrase, subtract one point. If, in a command, students do not give (You) as a subject, take away a point. However, do not count another point off if they underline another word as the subject.

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

1. The temperature is below-zero.
2. An ice cube rolled across-the-floor.
3. A gray squirrel scurried up-a-tree.
4. His glasses are under-the-sofa.
5. ~~After-the-baseball-game~~, the team ate at-a-pizza-parlor.
6. ~~During-the-storm~~, rain beat against-our-windows.
7. A policeman and detective searched for-a-clue.
8. A duck with-her-little-ducklings swam past-the-swimmers.
9. The student wrote his name on-his-book-and-notebook.
10. Two plumbers went into-the-cellar (to fix) some pipes.
11. They washed clothes in-the-morning and ironed before-dinner.
12. Everyone except-Clark sledded without-boots.
13. ~~Throughout-April-and-May~~, many people sit by-the-old-fountain.
14. (You) Plant these flowers along-the-sidewalk inside-the-back-gate.
15. A book about-hamsters was a gift from-Jack-and-his-brother.

58

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

Preposition Test

Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

1. The temperature is below zero.
2. An ice cube rolled across the floor.
3. A gray squirrel scurried up a tree.
4. His glasses are under the sofa.
5. After the baseball game, the team ate at a pizza parlor.
6. During the storm, rain beat against our windows.
7. A policeman and detective searched for a clue.
8. A duck with her little ducklings swam past the swimmers.
9. The student wrote his name on his book and notebook.
10. Two plumbers went into the cellar to fix some pipes.
11. They washed clothes in the morning and ironed before dinner.
12. Everyone except Clark sledded without boots.
13. Throughout April and May, many people sit by the old fountain.
14. Plant these flowers along the sidewalk inside the back gate.
15. A book about hamsters was a gift from Jack and his brother.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_  
**WORKBOOK PAGE 36**  
 Date \_\_\_\_\_

**VERBS**  
**You're/Your**  
**It's/Its**  
**They're/Their/There**

Directions: Circle the correct answer.  
**Answers are in boldfaced print.**

1. ( **Your**, You're ) button is open.
2. ( They're, **Their**, There ) uncle is a cook.
3. ( **You're**, Your ) funny!
4. A bird flapped ( it's, **its** ) wings and flew off.
5. ( They're, Their, **There** ) are many trout in that stream.
6. Do you know that ( **it's**, its ) raining?
7. ( **They're**, Their, There ) in a hurry.
8. ( You're, **Your** ) opinion about the crime may be correct.
9. The club received an award for ( it's, **its** ) help in the community.
10. The snake raised ( it's, **its** ) head and slithered away.
11. ( **You're**, Your ) the first person to ask that question.
12. Please ask Mrs. Dunn if she thinks ( **it's**, its ) going to rain.
13. ( They're, **Their**, There ) ideas were not based on fact.
14. ( They're, Their, **There** ) are many former Easterners living in Arizona.
15. Several children threw ( they're, **their**, there ) candy wrappers on the table.
16. The team won ( it's, **its** ) first game.
17. If ( **you're**, your ) finished with ( you're, **your** ) chores, we can play chess.
18. The United States is known for ( it's, **its** ) kindness toward other nations.
19. The Johnsons want ( they're, **their**, there ) daughter to go to college.
20. ( **They're**, Their, There ) moving to another state.

84

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

Date \_\_\_\_\_

**VERBS**  
**You're/Your**  
**It's/Its**  
**They're/Their/There**

Directions: Circle the correct answer.

1. ( Your, You're ) button is open.
2. ( They're, Their, There ) uncle is a cook.
3. ( You're, Your ) funny!
4. A bird flapped ( it's, its ) wings and flew off.
5. ( They're, Their, There ) are many trout in that stream.
6. Do you know that ( it's, its ) raining?
7. ( They're, Their, There ) in a hurry.
8. ( You're, Your ) opinion about the crime may be correct.
9. The club received an award for ( it's, its ) help in the community.
10. The snake raised ( it's, its ) head and slithered away.
11. ( You're, Your ) the first person to ask that question.
12. Please ask Mrs. Dunn if she thinks ( it's, its ) going to rain.
13. ( They're, Their, There ) ideas were not based on fact.
14. ( They're, Their, There ) are many former Easterners living in Arizona.
15. Several children threw ( they're, their, there ) candy wrappers on the table.
16. The team won ( it's, its ) first game.
17. If ( you're, your ) finished with ( you're, your ) chores, we can play chess.
18. The United States is known for ( it's, its ) kindness toward other nations.
19. The Johnsons want ( they're, their, there ) daughter to go to college.
20. ( They're, Their, There ) moving to another state,

# Answer Sheet

**SAMPLE PAGE**

Name \_\_\_\_\_

Cumulative Review  
Noun Unit

**WORKBOOK PAGE 88**

Date \_\_\_\_\_

You may want to have students delete prepositional phrases, underline the subject once and the verb phrase twice.

**O. Irregular Verbs:**

Directions: Select the correct verb.

1. The dog had ( shook, shaken ) itself.
2. Our bus has ( came, come ) early.
3. We were ( gave, given ) another chance.
4. He had already ( did, done ) his assignment.
5. A car had been ( stolen, stole ) during the night
6. They were ( chose, chosen ) (to be) leaders.



**P. Sit/Set, Rise/Raise, and Lie/Lay:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb/verb phrase twice. Label any direct object - D.O.

**Remember:** With *to set, to raise, and to lay*, you must have a direct object. *Lays, laid, and laying* must have a direct object.

1. The principal ( sits, sets ) ~~on-stage during graduation ceremonies.~~
2. She ( raises, raises ) ~~early in the morning.~~  
D.O.
3. The florist ( lay, laid ) several roses ~~on the counter.~~



**Q. Subject-Verb Agreement:**

Directions: Circle the verb that agrees with the subject.

1. Zek ( like, likes ) to blow bubbles.
2. Mr. Hobbs and his wife ( play, plays ) tennis daily.
3. Peaches ( grow, grows ) in that area of Pennsylvania.
4. One of the boys ( swim, swims ) on a team.

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

Cumulative Review  
Noun Unit

Date \_\_\_\_\_

**O. Irregular Verbs:**

Directions: Select the correct verb.

1. The dog had ( shook, shaken ) itself.
2. Our bus has ( came, come ) early.
3. We were ( gave, given ) another chance.
4. He had already ( did, done ) his assignment.
5. A car had been ( stolen, stole ) during the night.
6. They were ( chose, chosen ) to be leaders.

**P. Sit/Set, Rise/Raise, and Lie/Lay:**Directions: Cross out any prepositional phrases. Underline the subject once and the verb/verb phrase twice. Label any direct object - D.O.**Remember:** With *to set, to raise, and to lay*, you must have a direct object. *Lays, laid, and laying* must have a direct object.

1. The principal ( sits, sets ) on stage during graduation ceremonies.
2. She ( rises, raises ) early in the morning.
3. The florist ( lay, laid ) several roses on the counter.

**Q. Subject-Verb Agreement:**

Directions: Circle the verb that agrees with the subject.

1. Zek ( like, likes ) to blow bubbles.
2. Mr. Hobbs and his wife ( play, plays ) tennis daily.
3. Peaches ( grow, grows ) in that area of Pennsylvania.
4. One of the boys ( swim, swims ) on a team.

203

# Answer Sheet

**SAMPLE PAGE**

Name \_\_\_\_\_  
**WORKBOOK PAGE 189**  
 Date \_\_\_\_\_

## CAPITALIZATION

**Rule 11: Capitalize the name of a language.**

Examples: English German

**Rule 12: Capitalize the first word in a line of poetry.**

Examples: Though I travel to the song of a fife,  
 And you to the sound of the distant drum,  
 We sing the music of friendship.

**Rule 13: Capitalize the first word of a greeting and a closing of a letter.**

Examples: Dear Lyndsey, Truly yours,

**Rule 14: Capitalize brand names but not the products.**

Examples: Dole juice Nike shoes



Directions: Write the capital letter above any word that needs to be capitalized.

1. Is Spanish spoken here?
2. GREETING: Dear Nikko,
3. His dad teaches German at a high school.
4. CLOSING: Your friend,
5. Lisa likes Harbor iced tea.
6. poetry: In the days of olden year,  
 Lived Mary Anna Doone,  
 So sweet, so pretty, and so fair,  
 That all the men did swoon.
7. My dear cousin,  
 I'll be visiting you in August. Let's roast Peppy Time hot dogs over a fire!  
 Love,  
 Toya

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

## CAPITALIZATION

Date \_\_\_\_\_

**Rule 11: Capitalize the name of a language.**

Examples: English German

**Rule 12: Capitalize the first word in a line of poetry.**

Examples: Though I travel to the song of a life,  
 And you to the sound of the distant drum,  
 We sing the music of friendship.

**Rule 13: Capitalize the first word of a greeting and a closing of a letter.**

Examples: Dear Lyndsey, Truly yours,

**Rule 14: Capitalize brand names but not the products.**

Examples: Dole juice Nike shoes



Directions: Write the capital letter above any word that needs to be capitalized.

1. is spanish spoken here?
2. GREETING: dear nikko,
3. his dad teaches german at a high school.
4. CLOSING: your friend,
5. lisa likes harbor iced tea.
6. poetry: in the days of olden year,  
 lived Mary Anna Doone,  
 so sweet, so pretty, and so fair,  
 that all the men did swoon.
7. my dear cousin,  
 I'll be visiting you in August. Let's roast peppy time hot dogs over a fire!  
 love,  
 Toya

455

“I am a teacher in a small, private school; . . . It is the best grammar book I have ever read (used).”

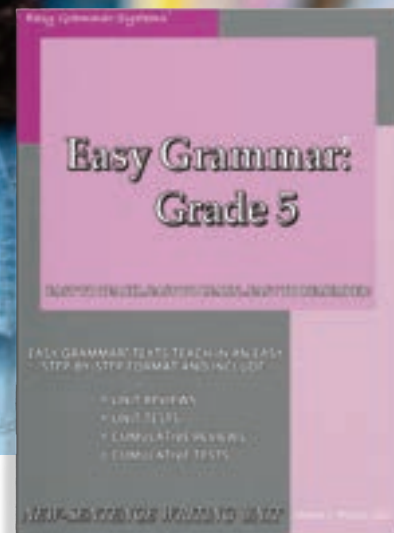
- K.G.

Teacher Edition:	\$41. <sup>95</sup>
Student Workbook:	\$17. <sup>95</sup>
Student Test Booklet:	\$6. <sup>95</sup>

# Easy Grammar®

## Grade 5

- ▶ *Prepositional approach*
- ▶ *Easy to understand, yet thorough*
- ▶ *Unit & cumulative reviews and tests*
- ▶ *Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.*
- ▶ *Constantly teaches & builds to promote mastery*



**Easy Grammar®: Grade 5** uses the prepositional approach. Other concepts are introduced and reviewed throughout the school year. In addition, reviews and cumulative reviews are provided along the way to help ensure mastery learning.

1. Students memorize 53 prepositions (40 from **Easy Grammar®: Grade 4** plus an additional 13). In a step-by-step manner (scaffolding), students learn to identify prepositional phrases and to delete them from a sentence.
2. After a prepositional phrase is crossed out, the student no longer needs to be concerned with it. The subject and verb won't be in a prepositional phrase.\* This makes it very easy to determine the subject and verb of a sentence. \*most of the time
3. **Example:** In the following sentence, students who do not use this approach may respond that the subject is *Eric* or *Mika*.

**A game between Eric and Mika is in progress.**

The prepositional approach eliminates the guessing. Prepositional phrases are crossed out. Then, the subject and verb of a sentence are readily determined.

**A game between Eric and Mika is in progress.**

4. In using this process, students are actively engaged in learning. They love the “hands on” process, and using it helps them to be successful.
5. This approach is used periodically throughout the text in order for students to understand other concepts: direct objects, subject/verb agreement, etc.

Note: To increase mastery of the concepts, use our review text, **Daily GRAMS®: Grade 5**.

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# Grade 5

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

**Preposition Review****WORKBOOK PAGE 19**

Date \_\_\_\_\_

**E. Compound Subjects:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. Lanny and Nell live ~~behind them~~.
2. A man and his friend walked ~~beyond the old cemetery~~.
3. Her alarm clock and calendar are ~~beside her bed~~.
4. ~~During their garage sale~~, Carla and her friends talked ~~about vacations~~.
5. Several cards and envelopes were ~~under unopened letters~~.

**F. Compound Verbs:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. He coughed and blew his nose.
2. A whale eats and swims ~~at the same time~~.
3. Jessi jumped ~~on the diving board~~ and fell ~~toward the ladder~~.
4. She stopped ~~by a creek~~ and waded ~~in the water~~.
5. Rachel stands and waits 10 minutes ~~for the bus~~ every morning.

**G. Imperative Sentences:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. (You) Keep ~~this in your notebook~~.
2. (You) Walk ~~to the right of the ladder~~.
3. (You) Step ~~over the puddle~~.
4. (You) Wait ~~outside the gym until the end of basketball practice~~.

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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**Preposition Review**

Date \_\_\_\_\_

**E. Compound Subjects:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. Lanny and Nell live behind them.
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3. Her alarm clock and calendar are beside her bed.
4. During their garage sale, Carla and her friends talked about vacations.
5. Several cards and envelopes were under unopened letters.

**F. Compound Verbs:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

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2. A whale eats and swims at the same time.
3. Jessi jumped on the diving board and fell toward the ladder.
4. She stopped by a creek and waded in the water.
5. Rachel stands and waits 10 minutes for the bus every morning.

**G. Imperative Sentences:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. Keep this in your notebook.
2. Walk to the right of the ladder.
3. Step over the puddle.
4. Wait outside the gym until the end of basketball practice.

# Answer Sheet

**SAMPLE PAGE**

Name \_\_\_\_\_

## NOUNS

**WORKBOOK PAGE 118**

Date \_\_\_\_\_

## Predicate Nominatives

A **predicate nominative** occurs after a linking verb and means the same as the subject.

~~~~~~~~~

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice. Label a predicate nominative – **P.N.** Then, write the inverted form of the sentence in the blank.

**P.N.**

1. The new coaches were our former history teachers.

**Our former history teachers were the new coaches.**

**P.N.**

2. A platypus is a mammal with webbed feet.

**A mammal (with webbed feet) is a platypus.**

**P.N.**

3. The scum ~~on their pool~~ is algae.

**Algae is the scum (on their pool).**

**P.N.**

4. Juan's mother is the owner of that Mexican food restaurant.

**The owner (of that Mexican food restaurant) is Juan's mother.**

*was*

**P.N.**

5. A toddler became the youngest reader in the library's reading program.

**The youngest reader (in the library's reading program) was a toddler.**

**P.N.**

6. The bride's last name remained Stellar.

**Stellar remained the bride's last name.**

**P.N.**

7. The winner in the javelin throw at the first track meet was Parker.

**Parker was the winner (in the javelin throw) (at the first track meet).**

**P.N.**

8. Her reward from the company was a bonus.

**A bonus was her reward (from the company).**

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**NOUNS**

Date \_\_\_\_\_

**Predicate Nominatives**A **predicate nominative** occurs after a linking verb and means the same as the subject.

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice. Label a predicate nominative – **P.N.** Then, write the inverted form of the sentence in the blank.

1. The new coaches were our former history teachers.

---

2. A platypus is a mammal with webbed feet.

---

3. The scum on their pool is algae.

---

4. Juan's mother is the owner of that Mexican food restaurant.

---

5. A toddler became the youngest reader in the library's reading program.

---

6. The bride's last name remained Stellar.

---

7. The winner in the javelin throw at the first track meet was Parker.

---

8. Her reward from the company was a bonus.

---

253

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

**WORKBOOK PAGE 149**

Date \_\_\_\_\_

**ADJECTIVES****Degrees of Adjectives****ONE-SYLLABLE WORDS:**Comparing 2: Use **er** most of the time.☛Your trophy is **bigger** than mine.Comparing 3 or more: Use **est** most of the time.☛Our team's trophy is **biggest** of all.**TWO-SYLLABLE WORDS:**Comparing 2: Use **er** some of the time.☛The second story was **funnier** than the first.Use **more** with many two-syllable words.☛I was **more upset** than my friend.Comparing 3 or more: Use **est** some of the time.☛Of the ten comics, she was **funniest**.Use **most** with many two-syllable words.☛Of the four guides, our guide was **most** interesting.**THREE-SYLLABLE WORDS (OR MORE THAN THREE SYLLABLES):**Comparing 2: Use **more** with words containing three or more syllables.☛The second math problem was **more confusing** than the first.Comparing 3 or more: Use **most** with words containing three or more syllables.☛This math problem was **most** confusing of the entire worksheet.

Directions: Circle the correct adjective.

1. A. This shoe box is ( **larger**, largest ) than that plastic one.  
B. This shoebox is ( larger, **largest** ) of all the store's boxes.
2. A. Your horse seems ( **calmer**, calmest ) than mine.  
B. Your horse seems ( calmer, **calmest** ) of all the horses in your corral.
3. A. Her diamond ring is ( **shinier**, shiniest ) than her ruby ring.  
B. Her diamond ring is the ( shinier, **shiniest** ) jewelry she owns.
4. A. This four-year-old is a ( **better**, best ) cutter than her little brother.  
B. This four-year-old is the ( better, **best** ) cutter in her preschool class.

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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

Date \_\_\_\_\_

**ADJECTIVES****Degrees of Adjectives****ONE-SYLLABLE WORDS:**Comparing 2: Use **er** most of the time.✿Your trophy is **bigger** than mine.Comparing 3 or more: Use **est** most of the time.✿Our team's trophy is **biggest** of all.**TWO-SYLLABLE WORDS:**Comparing 2: Use **er** some of the time.✿The second story was **funnier** than the first.Use **more** with many two-syllable words.✿I was **more upset** than my friend.Comparing 3 or more: Use **est** some of the time.✿Of the ten comics, she was **funniest**.Use **most** with many two-syllable words.✿Of the four guides, our guide was **most** interesting.**THREE-SYLLABLE WORDS (OR MORE THAN THREE SYLLABLES):**Comparing 2: Use **more** with words containing three or more syllables.✿The second math problem was **more confusing** than the first.Comparing 3 or more: Use **most** with words containing three or more syllables.✿This math problem was **most** confusing of the entire worksheet.

~~~~~

Directions: Circle the correct adjective.

- A. This shoe box is ( larger, largest ) than that plastic one.

B. This shoebox is ( larger, largest ) of all the store's boxes.
- A. Your horse seems ( calmer, calmest ) than mine.

B. Your horse seems ( calmer, calmest ) of all the horses in your corral.
- A. Her diamond ring is ( shinier, shiniest ) than her ruby ring.

B. Her diamond ring is the ( shinier, shiniest ) jewelry she owns.
- A. This four-year-old is a ( better, best ) cutter than her little brother.

B. This four-year-old is the ( better, best ) cutter in her preschool class.

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

**CAPITALIZATION****WORKBOOK PAGE 247**

Date \_\_\_\_\_

**Using Rules 1 - 10**

Directions: Write the capital letter above any word that needs to be capitalized.

1. **M**arco and **I** went to **S**ilver **S**trand **S**tate **B**each last **L**abor **D**ay.
2. **W**e crossed the **H. P. L**ong **B**ridge and drove along **O**ld **S**panish **T**rail.
3. **H**ave you seen **L**umbermen's **M**onument in **S**ilver **V**alley on **L**ake **H**uron?
4. **T**he **H**appy **H**en **R**estaurant is located in **R**iverside **M**all.
5. **J**ana and **A**unt **L**ulu traveled by **C**icero **S**wamp to reach **E**verson **M**useum of **A**rt.
6. **N**ext year, **G**overnor **K**aas will visit the **G**reat **T**ower in **I**taly.
7. **D**id **M**ichelangelo paint the ceiling of the **S**istine **C**hapel in **V**atican **C**ity?
8. **L**ast **A**ugust, my father began to work for **S**unshine **T**ile **C**ompany in **C**lay **C**ounty.
9. **T**he town of **I**conium is near **H**oney **C**reek **S**tate **P**ark and **R**athbun **D**am.
10. **J**ack attended his cousin's wedding at **S**t. **M**ark's **C**hurch on **S**aturday, **M**arch 21.
11. **O**n **N**urses' **D**ay, we visited **D**iamond **C**averns and picnicked along **B**eaver **R**iver.
12. **D**id **G**randpa **G**anzi attend **N**ew **J**ersey **T**raining **S**chool near **I**nterstate 80?
13. **C**andace and her uncle camped near **F**ish **C**reek in **M**ount **H**ood **N**ational **F**orest.

548

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**CAPITALIZATION**

Date \_\_\_\_\_

**Using Rules 1 - 10**

Directions: Write the capital letter above any word that needs to be capitalized.

1. marco and i went to silver strand state beach last labor day.
2. we crossed the h. p. long bridge and drove along old spanish trail.
3. have you seen lumbermen's monument in silver valley on lake huron?
4. the happy hen restaurant is located in riverside mall.
5. jana and aunt lulu traveled by cicero swamp to reach everson museum of art.
6. next year, governor kaas will visit the great tower in italy.
7. did michelangelo paint the ceiling of the sistine chapel in vatican city?
8. last august, my father began to work for sunshine tile company in clay county.
9. the town of iconium is near honey creek state park and rathbun dam.
10. jack attended his cousin's wedding at st. mark's church on saturday, march 21.
11. on nurses' day, we visited diamond caverns and picnicked along beaver river.
12. did grandpa ganzi attend new jersey training school near interstate 80?
13. candace and her uncle camped near fish creek in mount hood national forest.

“I want to let you know that our Georgia CRCT (GA Performance Standards) test scores just came back . . . The 78 students I teach (grade level to gifted) ALL passed! 100% of my students! I’ve used 6th Grade Daily GRAMS®|Easy Grammar® for 5+ years. I’m convinced . . . helped my students pass the Language section.”

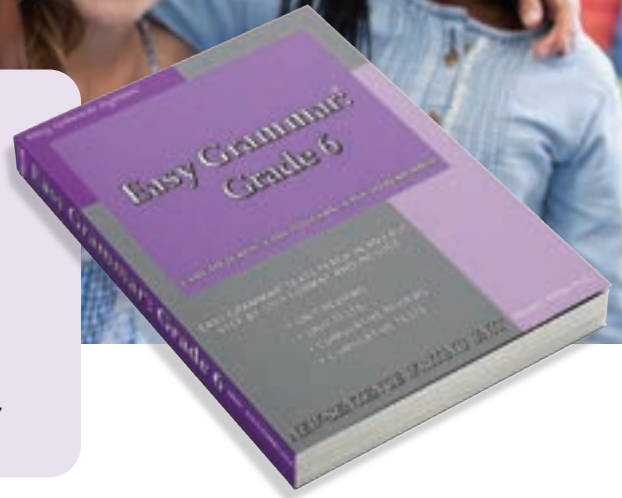
- L.E.

|                       |                     |
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| Student Workbook:     | \$17. <sup>95</sup> |
| Student Test Booklet: | \$6. <sup>95</sup>  |

# Easy Grammar®

## Grade 6

- ▶ *Prepositional approach*
- ▶ *Easy to understand, yet thorough*
- ▶ *Unit & cumulative reviews and tests*
- ▶ *Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.*
- ▶ *Constantly teaches & builds to promote mastery*



**Easy Grammar®: Grade 6** uses the prepositional approach. Other concepts are introduced and reviewed throughout the school year. In addition, reviews and cumulative reviews are provided along the way to help ensure mastery learning.

1. Students memorize 53 prepositions.
2. After a prepositional phrase is crossed out, the student no longer needs to be concerned with it. The subject and verb won't be in a prepositional phrase.\* This makes it very easy to determine the subject and verb of a sentence.

\*most of the time

**At the beginning of the meeting, several women with guard dogs came into the room for a demonstration.**

The prepositional approach eliminates the guessing. Prepositional phrases are crossed out. Then, the subject and verb of a sentence are readily determined.

**At the beginning of the meeting, several women with guard dogs came into the room for a demonstration.**

3. In using this process, students are actively engaged in learning. They love the “hands on” process, and using it helps them to be successful.
5. This approach is used periodically throughout the text in order for students to understand other concepts: direct objects, subject/verb agreement, etc.

Note: To increase mastery of the concepts, use our review text, **Daily GRAMS®: Grade 6**.

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# Grade 6

## Sample Pages Overview

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

## PREPOSITIONS

**WORKBOOK PAGE 10**

Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

Example: ~~During the night,~~ deer lay in the forest.

1. ~~After dinner~~ Mom went to a baby shower.
2. We looked below the sink for a bucket.
3. Some joggers ran over the hill and past a lake.
4. ~~In June~~ my cousin went down the Colorado River.
5. ~~During the blizzard~~ the children remained inside the house.
6. They searched behind the barn for the stray cow.
7. I found the jam in the pantry beside a cereal box.
8. ~~Before the concert,~~ a violinist sat among the guests.
9. Throughout the summer those boys waded in a stream.
10. ~~At the bottom of a mine~~ is an old cart.
11. Dad drove along a canal and over a bridge.
12. Every cat ~~but the gray one~~ came near me.
13. The babysitter looked out the window and into the yard.
14. These two pages are about birds like the ostrich.
15. ~~By the end of the race,~~ most of the adults walked.

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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**PREPOSITIONS**

Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

Example: ~~During the night~~, deer lay in the forest.

1. After dinner Mom went to a baby shower.
2. We looked below the sink for a bucket.
3. Some joggers ran over the hill and past a lake.
4. In June my cousin went down the Colorado River.
5. During the blizzard the children remained inside the house.
6. They searched behind the barn for the stray cow.
7. I found the jam in the pantry beside a cereal box.
8. Before the concert, a violinist sat among the guests.
9. Throughout the summer those boys waded in a stream.
10. At the bottom of a mine is an old cart.
11. Dad drove along a canal and over a bridge.
12. Every cat but the gray one came near me.
13. The babysitter looked out the window and into the yard.
14. These two pages are about birds like the ostrich.
15. By the end of the race, most of the adults walked.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_ SIT/SET, LIE/LAY, RISE/RAISE  
**WORKBOOK PAGE 61**  
 Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb/verb phrase twice. Label any direct object-D.O.

Example: The sponge has been ( lying, laying ) ~~on the floor~~ all day.

**Remember: To set, to lay, and to raise will have a direct object.  
 Lays, laid, and laying will have a direct object. Lay will  
 have a direct object when its meaning is place.**

1. The painter was ( sitting, setting ) ~~on the curb~~.
2. A sunbather ( lay, laid ) ~~on his towel at the beach~~.  
D.O.
3. Have you ( raised, risen ) your hand (to volunteer)?
4. Mr. Markel should have ( set, sat ) ~~across from me~~.  
D.O.
5. My friend and I had ( lain, laid ) the tools ~~beside a bench~~.
6. Wilma was not ( lying, laying ) ~~on a lounge chair~~.
7. Prices are ( rising, raising ) rapidly ~~on these products~~.  
D.O.
8. That boy ( sits, sets ) his dishes ~~in the dishwasher~~.  
D.O.
9. The entire family ( lay, laid ) ~~carpeting in a new home~~.
10. An elderly gentleman ( rose, raised ) ~~from his chair without his cane~~.
11. A herd of cows had ( laid, lain ) ~~in the field for two hours~~.  
D.O.
12. ~~For her 4-H project~~, Hannah is ( rising, raising ) a pig.
13. ~~Throughout the summer day~~, he had been ( sitting, setting ) ~~on a porch swing~~.  
D.O.
14. ( You ) ( Lie, Lay ) the bread knife ~~below the counter~~.  
D.O.
15. That taxi driver ( lies, lays ) his lunch ~~on the front seat of his taxi~~.

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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_ SIT/SET, LIE/LAY, RISE/RAISE

Date \_\_\_\_\_

Directions: Cross out any prepositional phrases. Underline the subject once and the verb/verb phrase twice. Label any direct object-D.O.

Example: The sponge has been ( lying, laying ) ~~on the floor~~ all day.

**Remember:** *To set, to lay, and to raise* will have a direct object.  
*Lays, laid, and laying* will have a direct object. *Lay* will have a direct object when its meaning is place.

1. The painter was ( sitting, setting ) on the curb.
2. A sunbather ( lay, laid ) on his towel at the beach.
3. Have you ( raised, risen ) your hand to volunteer?
4. Mr. Markel should have ( set, sat ) across from me.
5. My friend and I had ( lain, laid ) the tools beside a bench.
6. Wilma was not ( lying, laying ) on a lounge chair.
7. Prices are ( rising, raising ) rapidly on those products.
8. That boy ( sits, sets ) his dishes in the dishwasher.
9. The entire family ( lay, laid ) carpeting in a new home.
10. An elderly gentleman ( rose, raised ) from his chair without his cane.
11. A herd of cows had ( laid, lain ) in the field for two hours.
12. For her 4-H project, Hannah is ( rising, raising ) a pig.
13. Throughout the summer day, he had been ( sitting, setting ) on a porch swing.
14. (Lie, Lay ) the bread knife below the counter.
15. That taxi driver ( lies, lays ) his lunch on the front seat of his taxi.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_ **SUBJECT/VERB AGREEMENT**  
**WORKBOOK PAGE 79**  
 Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

Example: Girls ( works, work ) ~~out in that fitness class.~~

**Note:** Although directions do not include direct objects, this is a good place to review that concept. Simply ask for the direct object as you go through the sentences containing one.

1. His friends ( sit, sits ) ~~beside me on the bus.~~
2. Gold miners ( search, searches ) ~~for gold in the Superstition Mountains.~~
3. His brothers ( goes, go ) ~~to Penn State University.~~
4. Mrs. Glenn and she ( eat, eats ) ~~lunch atop a downtown building.~~ **Direct Object?**  
lunch
5. Migrant workers ( pick, picks ) ~~cherries at those orchards.~~ **Direct Object?**  
cherries
6. ~~Outside the cabin,~~ the children ( chases, chase ) each other. **Direct object?**  
(each) other
7. Many in the group ( do, does ) ~~exercises in the morning.~~ **Direct Object?**  
exercises
8. Wild geese ( flies, fly ) each ~~toward the South.~~
9. Those swimmers ( lies, lie ) ~~on floats until sunset.~~
10. The furniture movers ( push, pushes ) ~~boxes across the floor.~~ **Direct Object?**  
boxes
11. Barney, Jenny, and John ( likes, like ) ~~lemonade with their meal.~~ **Direct object?**  
lemonade
12. The bicycle riders ( drink, drinks ) ~~water along their way.~~ **Direct Object?**  
water
13. ~~At night~~ Christina and I ( place, places ) ~~our watches between some books.~~ **Direct Object?** watches
14. ~~Over that hill~~ ( is, are ) several empty houses.
15. All the men but Sam ( appear, appears ) ~~in a commercial.~~

## Sample Page

**SAMPLE PAGE**

Name \_\_\_\_\_ **SUBJECT/VERB AGREEMENT**

Date \_\_\_\_\_

Directions: Cross out any prepositional phrase(s). Underline the subject once and the verb twice.

Example: Girls ( works, work ) out ~~in that fitness class.~~

1. His friends ( sit, sits ) beside me on the bus.
2. Gold miners ( search, searches ) for gold in the Superstition Mountains.
3. His brothers ( goes, go ) to Penn State University.
4. Mrs. Glenn and she ( eat, eats ) lunch atop a downtown building.
5. Migrant workers ( pick, picks ) cherries at those orchards.
6. Outside the cabin, the children ( chases, chase ) each other.
7. Many in the group ( do, does ) exercises in the morning.
8. Wild geese ( flies, fly ) each fall toward the South.
9. Those swimmers ( lies, lie ) on floats until sunset.
10. The furniture movers ( push, pushes ) boxes across the floor.
11. Barney, Jenny, and John ( likes, like ) lemonade with their meal.
12. The bicycle riders ( drink, drinks ) water along their way.
13. At night Christina and I ( place, places ) our watches between some books.
14. Over that hill ( is, are ) several empty houses.
15. All the men but Sam ( appear, appears ) in a commercial.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

## PUNCTUATION REVIEW

**WORKBOOK PAGE 307**

Date \_\_\_\_\_

Directions: Insert needed punctuation.

1. Yes, my mother is home.
2. His mother and father read the Midwest Times\*.  
\*name of a newspaper
3. Dino, come here.
4. Fifty-nine people boarded a run-down bus.
5. He was born on Jan. 1, 1984.
6. Almira said, "Let me help you."
7. Their address is 20874 N. Briar Road.
8. I will call you, and we will plan a party.
9. They saw Bear Country at the 9:30 P. M. movie.
10. Groceries:  
-eggs  
-milk  
-bread
11. Your father, I believe, is looking for you.
12. Jina's story is called "The Two Huge Pandas."
13. A girls' club was formed by Lollie, her sister, and her cousin.
14. Gentlemen:

The meeting will be held at 10:30 A. M. in the conference room of the Horton Hotel.

Sincerely,  
William T. Cortez

15. Mona likes to read Royal British magazine.
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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**PUNCTUATION REVIEW**

Date \_\_\_\_\_

Directions: Insert needed punctuation.

1. Yes my mother is home
2. His mother and father read the Midwest Times\*  
\*name of a newspaper
3. Dino come here
4. Fifty nine people boarded a run down bus
5. He was born on Jan 1 1984
6. Almira said Let me help you
7. Their address is 20874 N Briar Road
8. I will call you and we will plan a party
9. They saw Bear Country at the 9 30 P M movie
10. Groceries  
-eggs  
-milk  
-bread
11. Your father I believe is looking for you
12. Jinas story is called The Two Huge Pandas
13. A girls club was formed by Lollie her sister and her cousin
14. Gentlemen

The meeting will be held at 10 30 A M in the conference room of the Horton Hotel

Sincerely  
William T Cortez

15. Mona likes to read Royal British magazine

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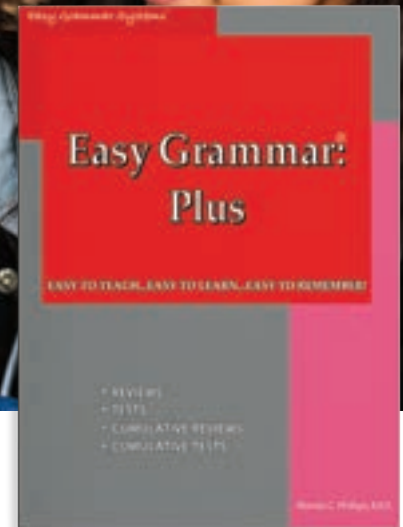
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- T.Z.

|                       |                     |
|-----------------------|---------------------|
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| Student Workbook:     | \$17. <sup>95</sup> |
| Student Test Booklet: | \$6. <sup>95</sup>  |

# Easy Grammar® Plus

- ▶ *Prepositional approach*
- ▶ *Easy to understand, yet thorough*
- ▶ *Unit & cumulative reviews and tests*
- ▶ *Grammar concepts & usage, punctuation, capitalization, sentence structures, etc.*
- ▶ *Constantly teaches & builds to promote mastery*



**Easy Grammar® Plus** uses the prepositional approach. Other concepts are introduced and reviewed throughout the school year. In addition, reviews and cumulative reviews are provided along the way to help ensure mastery learning.

**The sole purpose of this text is to provide students with grammar tools. With these tools, students will learn to speak and write properly.**

1. Students memorize 53 prepositions.
2. After a prepositional phrase is crossed out, the student no longer needs to be concerned with it. The subject and verb won't be in a prepositional phrase.\* This makes it very easy to determine the subject and verb of a sentence.

\*most of the time

**We walked between the aisles of the supermarket.**

The prepositional approach eliminates the guessing. Prepositional phrases are crossed out. Then, the subject and verb of a sentence are readily determined.

**We walked between the aisles of the supermarket.**

3. In using this process, students are actively engaged in learning. They love the “hands on” process, and using it helps them to be successful.
5. This approach is used periodically throughout the text in order for students to understand other concepts: direct objects, subject/verb agreement, etc.

Note: To increase mastery of the concepts, use our review text, **Daily GRAMS®: Grade 7**.

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# Plus

## Sample Pages Overview

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Answer pages are on the left.

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_

## VERB REVIEW

**WORKBOOK PAGE 109**

Date \_\_\_\_\_

**K. Past Participles:**

Directions: Write the past participle form.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. to bring - <u>(had) brought</u> | 6. to swim - <u>(had) swum</u>     |
| 2. to leave - <u>(had) left</u>    | 7. to lie - <u>(had) lain</u>      |
| 3. to spring - <u>(had) sprung</u> | 8. to ride - <u>(had) ridden</u>   |
| 4. to eat - <u>(had) eaten</u>     | 9. to wear - <u>(had) worn</u>     |
| 5. to do - <u>(had) done</u>       | 10. to shake - <u>(had) shaken</u> |

**L. Verb Phrases/Irregular Verbs:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb/verb phrase twice.

- Snow had ( ~~fallen~~, fell ) ~~during the night~~.
- Smoke has ( rose, risen ) ~~from the campfire~~.
- ~~After church~~, their family had ( went, gone ) ~~to a friend's house~~.
- Claudia and Michael were ( chose, chosen ) ~~for the play~~.
- Has the bell ( rang, rung ) yet?
- The banana peels had been ( threw, thrown ) ~~into the garbage~~.
- A passenger must have ( taken, took ) the last seat ~~on the bus~~.
- Marsh and his dad had ( ran, run ) a mile ~~before breakfast~~.
- Awards were ( gave, given ) ~~to each contestant~~.
- Wind had ( blown, blew ) ~~through the valley for several days~~.

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## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**VERB REVIEW**

Date \_\_\_\_\_

**K. Past Participles:**

Directions: Write the past participle form.

- |                      |                      |
|----------------------|----------------------|
| 1. to bring - _____  | 6. to swim - _____   |
| 2. to leave - _____  | 7. to lie - _____    |
| 3. to spring - _____ | 8. to ride - _____   |
| 4. to eat - _____    | 9. to wear - _____   |
| 5. to do - _____     | 10. to shake - _____ |

**L. Verb Phrases/Irregular Verbs:**

Directions: Cross out any prepositional phrases. Underline the subject once and the verb/verb phrase twice.

- Snow had ( fallen, fell ) during the night.
- Smoke has ( rose, risen ) from the campfire.
- After church, their family had ( went, gone ) to a friend's house.
- Claudia and Michael were ( chose, chosen ) for the play.
- Has the bell ( rang, rung ) yet?
- The banana peels had been ( threw, thrown ) into the garbage.
- A passenger must have ( taken, took ) the last seat on the bus.
- Marsh and his dad had ( ran, run ) a mile before breakfast.
- Awards were ( gave, given ) to each contestant.
- Wind had ( blown, blew ) through the valley for several days.

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_  
**WORKBOOK PAGE 187**  
 Date \_\_\_\_\_

**CLAUSES**

Dependent or Independent?

Directions: Write DC on the line if the clause is a dependent clause. Write IC on the line if the clause is an independent clause.

Example: IC The miniature horses are as small as dogs.

- IC 1. That store opens at nine o'clock.  
DC 2. Unless you plan on leaving.  
DC 3. Whatever the circumstances are.  
IC 4. Bottled water was delivered to their door.  
IC 5. Go away.\*  
DC 6. If our ship arrives early.  
DC 7. Whenever we finish this task.  
IC 8. During the power failure, our lights went out.  
IC 9. Stop.\*  
DC 10. Although the dam broke.  
IC 11. Laughing and splashing, the two boys played in the pool.  
DC 12. After I run these errands.  
IC 13. Mr. Dobbins loves chocolate chip cookies.  
DC 14. From the time I was three years old.  
IC 15. Harriet vowed never to do that again.

\*Remember that (You), (called *you understood*), is often the subject of an imperative sentence (command).

390

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**CLAUSES**

Dependent or Independent?

Date \_\_\_\_\_

Directions: Write DC on the line if the clause is a dependent clause. Write IC on the line if the clause is an independent clause.

Example: IC The miniature horses are as small as dogs.

- \_\_\_\_\_ 1. That store opens at nine o'clock.
- \_\_\_\_\_ 2. Unless you plan on leaving.
- \_\_\_\_\_ 3. Whatever the circumstances are.
- \_\_\_\_\_ 4. Bottled water was delivered to their door.
- \_\_\_\_\_ 5. Go away.
- \_\_\_\_\_ 6. If our ship arrives early.
- \_\_\_\_\_ 7. Whenever we finish this task.
- \_\_\_\_\_ 8. During the power failure, our lights went out.
- \_\_\_\_\_ 9. Stop.
- \_\_\_\_\_ 10. Although the dam broke.
- \_\_\_\_\_ 11. Laughing and splashing, the two boys played in the pool.
- \_\_\_\_\_ 12. After I run these errands.
- \_\_\_\_\_ 13. Mr. Dobbins loves chocolate chip cookies.
- \_\_\_\_\_ 14. From the time I was three years old.
- \_\_\_\_\_ 15. Harriet vowed never to do that again.

\*Remember that You, (called *you understood*), is often the subject of an imperative sentence (command).

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## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_  
**WORKBOOK PAGE 190**  
Date \_\_\_\_\_

**ADVERBS**

Adjective or Adverb?

Directions: Underline the correct answer in the following sentences.

Example: The player ran ( quick, quickly ) to the end of the line.

1. This is an ( easy, easily ) test.
2. I can do that ( easy, easily ).
3. Penguins are ( slow, slowly ) runners.
4. They run ( slow, slowly ).
5. Some people drive ( crazy, crazily ) when it rains.
6. Does anyone think that my idea is a ( crazy, crazily ) one?
7. This truck makes ( sudden, suddenly ) stops.
8. It often stops ( sudden, suddenly ).
9. I go swimming quite ( frequent, frequently ).
10. I am a ( frequent, frequently ) visitor to the public pool.
11. That is an ( unkind, unkindly ) thing to say.
12. The angry person spoke ( unkind, unkindly ) to me.
13. You did that ( careless, carelessly ).
14. The riders went on a ( peaceful, peacefully ) trip in the mountains.
15. The toddler slept so ( peaceful, peacefully ).

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**ADVERBS**

Adjective or Adverb?

Date \_\_\_\_\_

Directions: Underline the correct answer in the following sentences.

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10. I am a ( frequent, frequently ) visitor to the public pool.
11. That is an ( unkind, unkindly ) thing to say.
12. The angry person spoke ( unkind, unkindly ) to me.
13. You did that ( careless, carelessly ).
14. The riders went on a ( peaceful, peacefully ) trip in the mountains.
15. The toddler slept so ( peaceful, peacefully ).

## Answer Sheet

SAMPLE PAGE

Name \_\_\_\_\_  
**WORKBOOK PAGE 285**  
Date \_\_\_\_\_

**PUNCTUATION**  
Underlining or Quotation Marks?

Directions: Use quotation marks or underlining as needed.

1. the short story, "Cat and the Underworld"
  2. the poem, "Why Nobody Pets the Lion at the Zoo"
  3. the movie, Raiders of the Lost Ark
  4. the play, Annie
  5. the chapter, "Living Things"
  6. the book, Summer of the Monkeys
  7. the television show, Price Is Right
  8. the essay, "Land of Opportunity"
  9. the ship, Queen Mary
  10. the newspaper, Southern Post
  11. the airplane, Regal Star
  12. the magazine, Horses and Cowboys
  13. the magazine article, "Sweet Revenge"
  14. the newspaper article, "Dealing with Life"
  15. the train, Orient Express
  16. the nursery rhyme, "Humpty Dumpty"
  17. the song, "How Great Thou Art"
  18. the album, Pictures at Eleven
  19. the painting, Mona Lisa
  20. the book, Autobiography of My Mother
- 604

## Sample Page

SAMPLE PAGE

Name \_\_\_\_\_

**PUNCTUATION**

Underlining or Quotation Marks?

Date \_\_\_\_\_

Directions: Use quotation marks or underlining as needed.

1. the short story, Cat and the Underworld
2. the poem, Why Nobody Pets the Lion at the Zoo
3. the movie, Raiders of the Lost Ark
4. the play, Annie
5. the chapter, Living Things
6. the book, Summer of the Monkeys
7. the television show, Price Is Right
8. the essay, Land of Opportunity
9. the ship, Queen Mary
10. the newspaper, Southern Post
11. the airplane, Regal Star
12. the magazine, Horses and Cowboys
13. the magazine article, Sweet Revenge
14. the newspaper article, Dealing with Life
15. the train, Orient Express
16. the nursery rhyme, Humpty Dumpty
17. the song, How Great Thou Art
18. the album, Pictures at Eleven
19. the painting, Mona Lisa
20. the book, Autobiography of My Mother

605

“My first year of teaching High School English was in 1994, and I was handed an original print copy by someone who said it was the best grammar book EVER. I cannot say that I truly believed her at first, but once I read and used the book and saw the immediate results and positive increase in scores, I became a true believer. It really works!”

- J.W., SC

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-Magazine Review

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Many do not realize that complex rules are learned at the secondary level. Of course, reviews from former levels are needed to ensure that students have no “gaps” in their understanding. Your goal is to ascertain that students have mastery of both grammar and mechanics (capitalization and punctuation). This text affords that opportunity.

## Format

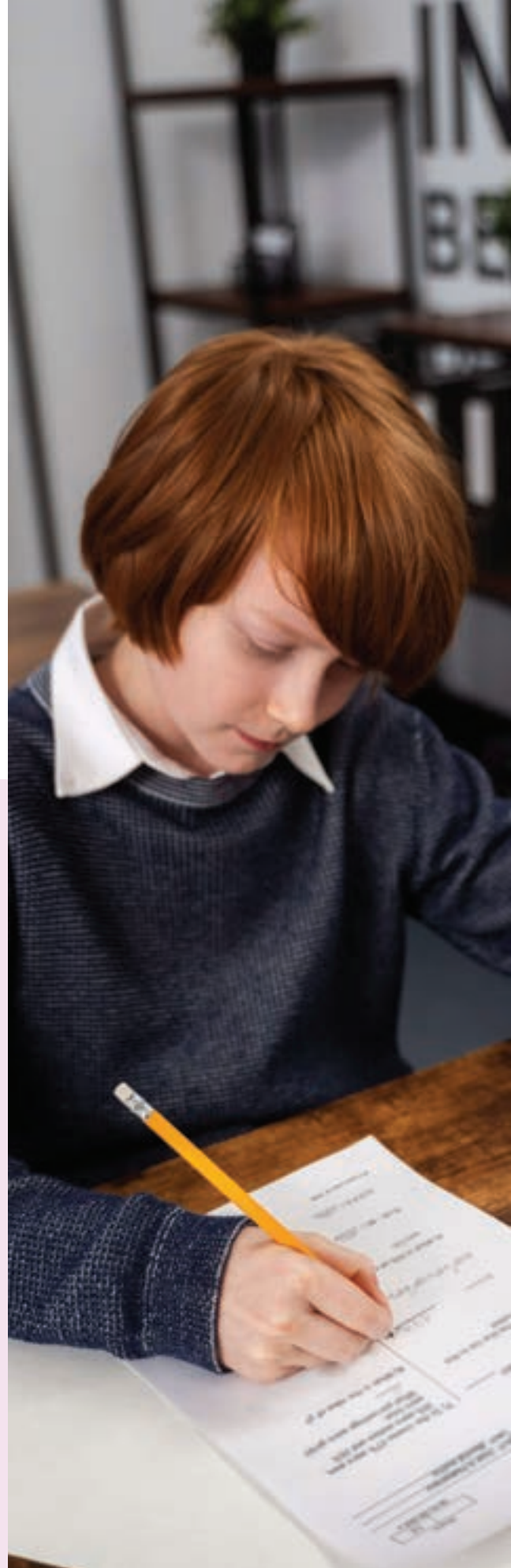
Note that each page is set up in the same manner.

**#1** is always **capitalization**. Each rule is introduced, reviewed, and/or applied throughout the text.

In **#2** of each lesson, students will insert needed **punctuation**. Each rule is introduced, reviewed, and/or applied throughout the text.

**#3** and **#4** involve teaching, review, and application of **grammar and other concepts**. This text is designed to introduce concepts on a basic level and to build on these so that students can understand more complex concepts easily.

**#5** is **sentence combining**. Students will take the information in the provided sentences and combine it into one excellent sentence structure.



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- ▶ Sentence combining for improved writing
- ▶ Easy, yet thorough
- ▶ Teacher-led oral instruction recommended



The purpose of **Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons — Grade 8** is to provide students with a basic understanding of grammar and an expanded comprehension of more complex concepts.

As an eighth grade English teacher, you want to emphasize literature and writing. You had hoped that your students would come to you with mastery of capitalization, punctuation, and grammar usage. However, you find this is not the case. Your students are still making errors in writing and in speech. For example, students *should* know the past participle of irregular verbs and should not say, “had broke.” They should understand the difference in using *to lie* and *to lay*. In addition, it’s difficult for you to point out students’ fragments when they don’t understand the difference between dependent and independent clauses. How do you teach concepts not understood at the level of application while still emphasizing literature and writing? The answer: Use this text.

Simply begin each day’s program with a daily teaching lesson. These are set up sequentially to introduce (teach), reintroduce, and review concepts. It will require just ten minutes daily, and the rewards will be great!



[View Scope & Sequence](#)

## Easy Grammar Ultimate Series®: Grade 8 Sample Page - Answers

### Day 64 Answers

1. **A**n, **R**ussia's, **G**rizzly, **C**oast, **M**innesota, **Z**oo, **A**pple, **V**alley, **M**N
  2. The new teacher, puzzled by the remark, asked, "Who's in charge of public relations, Mr. Hu?"
  3. a. **IO**   b. **OP**   c. **DO**
  4. a. **S**   b. **S**   c. **F**
  5. Answers May Vary/Representative Answer: Tate used soba, a Japanese buckwheat noodle, and tofu to make soup.
- 

### Day 89 Answers

1. **I**n, **I**ndustrial, **R**evolution, **S**cots, **A**cts, **U**nion, **G**lasgow, **R**iver, **C**lyde
  2. a. **\_\_\_**   b. **◆**   c. **◆**   d. **◆**   e. **◆**   f. **◆**
  3. a. **S**   b. **S**   c. **F**
  4. newscaster is, **PN** = mother; **Proof:** Tom's mother is the newscaster.
  5. Answers May Vary/Representative Answer: The Warao Indians live in remote villages near the Orinoco River in Venezuela.
- 

### Day 178 Answers

1. **T**he, **T**heodore, **R**oosevelt, **C**enter, **D**ickinson, **S**tate, **U**niversity, **B**attle, **K**illdeer, **M**ountain, **N**orth, **D**akota
2. Ming, Inc. / 1 Trail Ride Rd. / Scottsdale, AZ 85255 / Dear Dr. Wing:
3. c) unannounced
4. a. highlights   b. victories   c. stairways   d. teeth   e. staffs   f. pistachios   g. oxen  
h. princesses   i. radishes   j. leaves   k. trenches   l. junk
5. Answers May Vary/Representative Answer: Bubbles entering a bony fish's swim bladder from its blood make the fish lighter and able to rise. Bubbles of gases that enter a bony fish's swim bladder from its blood make the fish lighter and able to rise.

**Easy Grammar Systems®** recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12\*).

## Sample Page

SAMPLE PAGE

## DAY 64

## CAPITALIZATION:

Capitalize the names of events, exhibits, and conferences. Use the rule for capitalizing any title. Ex.— Tempe Arts Festival

1. an exhibit, "russia's grizzly coast," opened at the minnesota zoo in apple valley, mn.

## PUNCTUATION:

Place a comma before and after a verbal within a sentence.

Ex.— A doorman, *smiling*, opened the taxi door.

2. The new teacher puzzled by the remark asked Whos in charge of public relations Mr Hu
- 

## PARTS OF SPEECH: PRONOUNS

Objective pronouns are *me, him, her, us, them, whom, you, and it*. Objective pronouns can serve as a direct objective, an indirect objective, and an object of a preposition.

Ex.— The sheriff spoke to **us**. (object of the preposition)

Have you seen **them**. (direct object)

to

Allie gave / **them** a ride (indirect object)

Write **OP** if the pronoun serves as an object of the preposition, **DO** if the pronoun serves as a direct object, and **IO** if the pronoun serves as an indirect object.

3. a. \_\_\_\_\_ The officer handed **her** a ticket.  
 b. \_\_\_\_\_ Please come with **me**.  
 c. \_\_\_\_\_ The baseball hit **him** on the arm.

## SENTENCES/FRAGMENTS/RUN-ONS:

A sentence expresses a complete thought (independent clause); a fragment does not. Remember: An imperative sentence is still a complete thought.

Write **S** if the words express a sentence; write **F** if they do not.

4. a. \_\_\_\_\_ I twisted my ankle.  
 b. \_\_\_\_\_ Call us later.  
 c. \_\_\_\_\_ Driving fast last week on the freeway.

## SENTENCES/FRAGMENTS/RUN-ONS:

5. Tate used soba to make soup. \_\_\_\_\_  
 Soba is a buckwheat noodle from Japan. \_\_\_\_\_  
 He also used tofu. \_\_\_\_\_



# Sample Page

DAY 89



**CAPITALIZATION:**

1. in 1707 during the industrial revolution, the scots passed the acts of union, which made the city of glasgow on the river clyde a trading port.

**PUNCTUATION:**

Divide words between syllables at the end of the line. At least two letters must be on the first line and at least three on the second line. (You may choose not to divide a word, especially if it is short.)

Ex.— ap-  
ply

Place **♦** if the word can be divided at the end of a line.

2. a.      ahead                      c.      letter                      e.      pretend  
b.      discard                      d.      mistake                      f.      require

**SENTENCES/FRAGMENTS/RUN-ONS:**

A sentence expresses a complete thought (independent clause); a fragment does not.

Write **S** if the words express a sentence; write **F** if they do not.

3. a.      The garbage disposal is broken.  
b.      Look at this.  
c.      Because their parents enjoy jazz.

**PARTS OF SPEECH: NOUNS**

A predicate nominative occurs after a linking verb and means the same as the subject. Linking verbs include *to appear, to become, to feel, to grow, to look, to remain, to seem, to smell, to taste, to stay, and to be (is, am, are, was, were, be, being, been)*.

Ex.— Jolene is that quiet paramedic. PN (predicate nominative)

To prove the predicate nominative, invert the sentence. Start with the word after the verb and proceed to the end of the sentence. Add the verb. Then, go to the beginning of the sentence and write all the words before the verb.

Ex.— **Proof:** That quiet paramedic is Jolene.

Underline the subject once and the verb twice. Label the predicate nominative — **PN**. Write a proof.

4. The newscaster is Tom's mother. **Proof:** \_\_\_\_\_

**SENTENCE COMBINING:**

5. The Warao Indians live in Venezuela. \_\_\_\_\_  
Villages are near the Orinoco River. \_\_\_\_\_  
They live in remote villages. \_\_\_\_\_



## Sample Page

SAMPLE PAGE

DAY 178

## CAPITALIZATION:

1. the theodore roosevelt center at dickinson state university displayed artifacts from the battle of killdeer mountain in north dakota.

## PUNCTUATION:

Use correct punctuation in this inside address and salutation of a business letter.

Ming Inc \_\_\_\_\_

1 Trail Ride Rd \_\_\_\_\_

Scottsdale AZ 85255 \_\_\_\_\_

2. Dear Dr Wing \_\_\_\_\_

## ANALOGIES:

Circle the word that best completes the analogy.

3. overt : open :: covert : \_\_\_\_\_  
 a) covering    b) coveted    c) unannounced    d) change

## PARTS OF SPEECH:    NOUNS

Write the plural of each noun.

- |                         |                     |
|-------------------------|---------------------|
| 4. a. highlight — _____ | g. ox — _____       |
| b. victory — _____      | h. princess — _____ |
| c. stairway — _____     | i. radish — _____   |
| d. tooth — _____        | j. leaf — _____     |
| e. staff — _____        | k. trench — _____   |
| f. pistachio — _____    | l. junk — _____     |

## SENTENCE COMBINING:

5. Bony fish have a swim bladder.  
 Bubbles of gas enter the bladder from the blood.  
 Bubbles make the fish lighter.  
 The fish rises.
- \_\_\_\_\_
- \_\_\_\_\_



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- T.W., CA

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- ▶ **Teacher-led oral instruction recommended**



The purpose of **Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons — Grade 9** is to provide students with a basic understanding of grammar and an expanded comprehension of more complex concepts.

As a high school teacher, you probably encounter students who don't understand the basics. You believe that by your level, your students should have mastery of capitalization, punctuation, and grammar usage. Yet, errors are made in students' writing and in their speech. Students *should* know, for example, the past participle of irregular verbs. Yet, you have students who say "have rode," or "brang/brung." In addition, it's difficult to point out to students that they haven't written complete sentences when they don't understand the difference between dependent and independent clauses. A plethora of examples could be provided.

You believe, and rightly so, that by your level, students should have mastery over basic concepts. However, this is not always the case. Therefore, you face a dilemma. You know that you should be emphasizing literature and writing at your level.

Simply begin each day's class with these daily lessons, which are set up sequentially to introduce (teach), review, and apply concepts throughout. Although only 10 minutes each day are required, the rewards will be amazing!



[View Scope & Sequence](#)

## Easy Grammar Ultimate Series®: Grade 9 Sample Page - Answers

### Day 35 Answers

1. In, Alexander, Pope's, An, Essay, Criticism, Fools
  2. a) "Lochinvar" b) The Giver c) Othello d) "Love"
  3. I, he, she, we, they, who, you, it
  4. well
  5. Answers May Vary/Representative Answer: Although charter schools receive public funding, they are sometimes run by private individuals or companies. Charter schools receive public funding, but they are sometimes run by private individuals or even companies.
- 

### Day 110 Answers

1. The, Arabian, American, Oil, Company, Persian, Gulf, Sidon, Mediterranean, Sea
  2. "No, you shouldn't decide," said Marta's mother, "until you have read the article, 'Fresh Look at the World,' in the Daily Sun (or Daily Sun)."
  3. b) pure
  4. a. **PN** b. **DO** c. **OP** d. **AP** e. **IO**
  5. Answers May Vary/Representative Answer: A 1974 law that made 55 miles per hour the legal speed limit was repealed in 1995. In 1974, a law made 55 miles per hour the legal speed limit, but it was repealed in 1995.
- 

### Day 151 Answers

1. On, Bjorko, Lake, Malaren, Viking, Oriental
2. 1 Old Bedford Blvd. / Oak Ridge, TN 37830 / Aug. 24, 20— / Dear Ashley,
3. a. artist, model wait b. brothers, he drives c. boy with his uncles wins d. None of the announcers has
4. a. reading mysteries; **direct object** b. To be responsible; **subject** c. to audit banks; **predicate nominative**
5. Answers May Vary/Representative Answer: The International Court of Justice, also called the World Court, meets in the Netherlands.

Easy Grammar Systems® recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12+).

## Sample Page

SAMPLE PAGE

DAY 35

**CAPITALIZATION:**

1. in alexander pope's "an essay on criticism," he said, "fools rush in where angels fear to tread."

**PUNCTUATION:**

**Remember:** Place the titles of short stories, poems, fables, nursery rhymes, articles, essays, units, chapters, speeches, and songs in quotation marks.

Ex.— "My Native Land" (poem) "Hair Tips" (magazine article)

Underline the titles of books, magazines, movies, plays, operas, CDs, DVDs, television shows, documentaries, musicals, and works of art. In print, items that should be underlined are italicized. Ex.— Annie *Annie*

Use underlining or quotation marks.

2. a. Lochinvar (poem) b. The Giver (book) c. Othello (play) d. Love (song)

**PARTS OF SPEECH: PRONOUNS**

Nominative pronouns can serve as a subject or a predicate nominative.

A predicate nominative occurs after a linking verb and means the same as the subject.

To determine if a pronoun after a verb can serve as a predicate nominative, try inverting the sentence. If you can do this and the sentence still makes sense, it is probably a predicate nominative.

Ex.— The first person to finish was <sup>PN</sup>he.

Proof: He was the first person to finish.

3. The nominative pronouns that can serve as a subject or a predicate nominative are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**PARTS OF SPEECH: ADJECTIVES/ADVERBS**

Circle the correct word.

4. Joseph's report card read, "Gets along ( good, well ) with others."

**SENTENCE COMBINING:**

5. Charter schools receive public funding.  
They are sometimes run by private individuals.  
They are sometimes run by companies.

---



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# Sample Page



**DAY 110**

**CAPITALIZATION:**

1. the world's longest pipeline, built for the arabian american oil company, ran from fields near the persian gulf to the town of siddon on the mediterranean sea.

**PUNCTUATION:**

2. No you shouldnt decide said Martas mother until you have read the article Fresh Look at the World in the Daily Sun

---



---

**ANALOGIES:**

Complete this analogy.

3. robbery : larceny :: pristine : \_\_\_\_\_  
 a) insistent    b) pure    c) frilly    d) thief

**PARTS OF SPEECH: NOUNS**

Write **DO** for direct object, **IO** for indirect object, **PN** for predicate nominative, **AP** for appositive, and **OP** for object of the preposition to indicate how the boldfaced noun serves.

4. a. \_\_\_\_\_ Her dad is a truck **driver** for a national company.  
 b. \_\_\_\_\_ The police chief issued a formal **statement** at a news conference.  
 c. \_\_\_\_\_ Her soccer team had played well throughout the **season**.  
 d. \_\_\_\_\_ Kaylee brought along Stacey, her **friend**.  
 e. \_\_\_\_\_ Miss Dhue gave her **brother** her car keys.

**SENTENCE COMBINING:**

5. A law regarding a speed limit was established.  
 This law made 55 miles per hour the legal speed limit.  
 This was in 1974.  
 This law was repealed in 1995.

---



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## Sample Page

SAMPLE PAGE

DAY 151

**CAPITALIZATION:**

1. on the island of bjorko in lake malaren, archaeologists have found rune stones that tell of viking life and graves containing oriental coins.

**PUNCTUATION:**

2.

1 Old Bedford Blvd  
Oak Ridge TN 37830  
Aug 24 20—

Dear Ashley

**PARTS OF SPEECH: VERBS**

Underline the subject once and the verb that agrees with the subject twice.

3. a. That artist and his model ( wait, waits ) for the light to be just right to begin.
- b. Chris's brothers or he ( drives, drive ) to basketball practice.
- c. The boy with his uncles usually ( win, wins ) the fishing tournament.
- d. None of the announcers ( have, has ) a 401K.

**PARTS OF SPEECH: NOUNS and PHRASES/CLAUSES****Review:**

**A noun phrase can serve as a subject, a direct object, an indirect object, a predicate nominative, or an appositive. First, replace the noun phrase with a one-word noun. Then, determine how that word serves. This is how the noun phrase serves.**

Circle the noun phrase; tell how it serves in the sentence.

4. a. Tara enjoys reading mysteries. \_\_\_\_\_
- b. To be responsible became his goal. \_\_\_\_\_
- c. Her job is to audit banks. \_\_\_\_\_

**SENTENCE COMBINING:**

5. The International Court of Justice meets in the Netherlands.  
It is also called the World Court.

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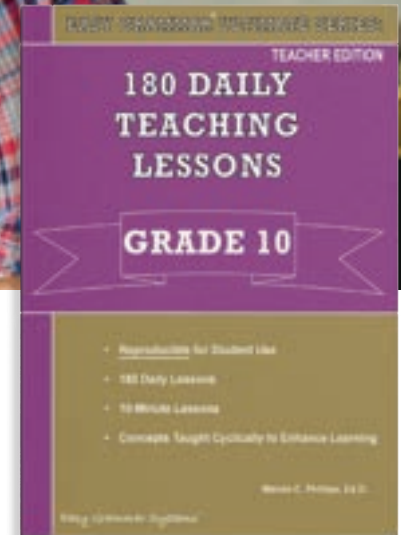
“Dr. Wanda Phillips noticed the lack of grammar knowledge when she was teaching in the classroom. Ultimately, she found that many textbooks being used failed to help students learn and retain grammar knowledge. She began to develop an approach that would make learning grammar easy and lead to retention of the material.”

- Magazine Review

# Easy Grammar Ultimate Series® Grade 10

|                       |                     |
|-----------------------|---------------------|
| Teacher Edition:      | \$37. <sup>95</sup> |
| Student Workbook:     | \$16. <sup>95</sup> |
| Student Test Booklet: | \$9. <sup>95</sup>  |

- ▶ 180 daily, 10-minute teaching lessons
- ▶ Provides high-school students with continued learning and application
- ▶ Concepts taught spirally to enhance mastery learning
- ▶ Sentence combining for improved writing
- ▶ Easy, yet thorough
- ▶ Teacher-led/oral instruction recommended



The purpose of **Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons – Grade 10** is to provide students with a basic understanding of grammar and an expanded comprehension of more complex concepts.

As a high school teacher, you probably encounter students who don't understand the basics. You believe that by your level, your students should have mastery of capitalization, punctuation, and grammar usage. Yet, errors are made in students' writing and in their speech. Students *should* know, for example, the past participle of irregular verbs. Yet, you have students who say "have broke," or "brang/brung." In addition, it's difficult to point out to students that they haven't written complete sentences when they don't understand the difference between dependent and independent clauses. A plethora of examples could be provided.

You believe, and rightly so, that by your level, students should have mastery over basic concepts. However, this is not always the case. Therefore, you face a dilemma. You know that you should be emphasizing literature and writing at your level.

Simply begin each day's class with these daily lessons, which are set up sequentially to introduce (teach), review, and apply concepts throughout. Although only 10 minutes each day are required, the rewards will be amazing!



[View Scope & Sequence](#)

## Easy Grammar Ultimate Series®: Grade 10 Sample Page - Answers

### Day 53 Answers

1. In, **A**, Tale, Two, **Cities**, Charles, **Dickens**, French, **Revolution**, **Bastille**
  2. Dear Sir:
  3. **a.** well    **b.** well, good
  4. **a.** F    **b.** S    **c.** F
  5. Answers May Vary/Representative Answer: Lucretia Rudolph, who later married James Garfield, attended Hiram College and spoke both French and German fluently.
- 

### Day 70 Answers

1. **When**, **Pedro**, **Cabral**, **Brazil**, **Salvador**, **Bahia**
  2. I. / A. / B. / II.
  3. **a)** gums
  4. **a.** president, professors make    **b.** cats, dog eats
  5. Answers May Vary/Representative Answers After A. Gustave Eiffel designed Paris's Eiffel Tower, twenty-five men completed it in slightly over two years.
- 

### Day 120 Answers

1. **We**, **Fortaleza**, **International**, **Airport**, **Brazil**, **Praia**, **Fontes**, **Fountain**, **Beach**
2. **a.** Ty and Lulu's decisions    **b.** Mrs. Cann's portrait    **c.** sisters' apartment  
**d.** Mom's and Dad's cell phones
3. **a.** future perfect; will have graduated    **b.** present perfect; have developed    **c.** past perfect; had docked
4. **b)** diabetes
5. Answers May Vary/Representative Answer: Although several men had the idea of an electric lightbulb, Thomas Edison was the first to patent a practical one. Several men had the idea of an electric lightbulb; however, Thomas Edison was the first to patent a practical one.

Easy Grammar Systems® recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12<sup>+</sup>).

## Sample Page

DAY 53

SAMPLE PAGE

**CAPITALIZATION:**

Capitalize the names of prisons and other correctional facilities.

Ex.— Thomson **C**orrectional **C**enter

1. in his book, a tale of two cities, charles dickens wrote about the french revolution and the storming of the bastille, a prison.

**PUNCTUATION:**

Place a colon ( : ) after the greeting of a business letter.

2. Dear Sir \_\_\_\_\_

**PARTS OF SPEECH: ADJECTIVES/ADVERBS**

Good is an adjective that describes. Ex.— They saw a **good** movie.

Well is an adverb that tells *how*; use well with an action verb. Ex.— Kimi dives **well**.

Use well in relationship to illness and/or health. Ex.— They aren't feeling **well**.

Circle the correct word.

3. a. I didn't sleep (good, well).  
b. Nan doesn't cook (good, well), but she is a (good, well) dancer.

**FRAGMENTS/SENTENCES/RUN-ONS:**

An independent clause can stand alone as a complete thought; it forms a sentence.

Ex.— That commercial is creative. Run. (You) Run.

A group of words that is missing the subject and/or the verb forms a fragment. Ex.— The man in blue  
A dependent clause has a subject and a verb; however, it cannot stand alone as a complete thought.  
Therefore, it forms a fragment.

Ex.— Because the candle was burning

Write S if the words form a sentence; write F if the words form a fragment.

4. a. \_\_\_\_\_ When the siren blared loudly in the middle of the night.  
b. \_\_\_\_\_ Some people prefer to live in an apartment.  
c. \_\_\_\_\_ After school yesterday, she and her friends in the park.

**SENTENCE COMBINING:**

5. Lucretia Rudolph attended Hiram College. \_\_\_\_\_  
She spoke French fluently. \_\_\_\_\_  
She spoke German fluently. \_\_\_\_\_  
She later married James Garfield. \_\_\_\_\_



# Sample Page



DAY 70

**CAPITALIZATION:**

*Da, de, del, von, and van* are not capitalized as part of a proper noun. Ex.— Ponce de Leon  
 However, there are exceptions.  
 In addition, if the first name is deleted, *Van* or *Von* will be capitalized.  
 Ex.— Maria von Trapp      Von Trapp

1. when pedro cabral discovered brazil, the settlement of salvador da bahia was started.

**PUNCTUATION:**

Remember: Place a period after Roman numerals and divisions in outlines.

2. I Important actors \_\_\_\_\_  
 A John Wayne \_\_\_\_\_  
 B Brad Pitt \_\_\_\_\_  
 II Important actresses \_\_\_\_\_

**ANALOGIES:**

Circle the correct word.

3. virus : computer :: gingivitis : \_\_\_\_\_  
 a) gums      b) spices      c) polio      d) disease

**SUBJECT/VERB AGREEMENT and CONJUNCTIONS:**

A subject must agree with a verb. In the present tense, a singular subject requires a singular verb; a plural subject requires a plural verb. In the present tense, do not add s to a verb when the subject is *I* or *you*.  
 Ex.— He eats sushi.      I eat sushi.      You eat sushi.      We eat sushi.

The most commonly used coordinating conjunctions are *and*, *but*, and *or*. When the coordinating conjunction, *or*, joins a compound subject, the verb agrees with the closer subject.

Ex.— Halley or her mother volunteers.      Halley or her friends volunteer.

The correlative conjunctions are *either-or*, *neither-nor*, and *both-and*. When *either-or* or *neither-nor* joins a compound subject, the verb agrees with the closer subject.

Ex.— Either the passengers or the driver has spoken with the officer.

Underline the subject once; place two lines under the correct verb.

4. a. Either the college president or professors (makes, make) that decision.  
 b. Neither his cats nor dog (eat, eats) dry food.

**SENTENCE COMBINING:**

5. A. Gustave Eiffel designed the Eiffel Tower in Paris. \_\_\_\_\_  
 Twenty-five men worked on it. \_\_\_\_\_  
 They completed it in slightly over two years. \_\_\_\_\_



## Sample Page

DAY 120

SAMPLE PAGE

## CAPITALIZATION:

**Remember:** The first word of a sentence in parentheses is not capitalized if it occurs within a sentence and is not a proper noun, a proper adjective, or the pronoun, *I*.

**Ex.—** I ordered two chairs (they will be delivered Monday) for my patio.

**However,** the first word of a sentence in parentheses is capitalized if the sentence within the parentheses stands alone. **Ex.—** I ordered two chairs for my patio. (They will be delivered Monday.)

- we flew into fortaleza international airport (it's an airport in brazil) on our way to praia das fontes (fountain beach).

## PUNCTUATION:

**If two people own separate items, place apostrophes according to singular and plural possessives.**

**Ex.—** Shane's and Landon's vehicles      boys' and girls' centers

Write the possessive form and the item(s) owned.

- decisions made by Ty and Lulu together — \_\_\_\_\_
  - a portrait of Mrs. Cann — \_\_\_\_\_
  - an apartment belonging to her sisters — \_\_\_\_\_
  - a cell phone belonging to Mom and one to Dad — \_\_\_\_\_

## PARTS OF SPEECH: VERBS

**Tense means time. The perfect tense is formed by a form of *to have* + a past participle.**

**Present Perfect:** *has* or *have* + **past participle**      **Ex.—** They have helped. He has helped.

**Past Perfect:** *had* + **past participle**      **Ex.—** Kimi had helped for an hour.

**Future Perfect:** *shall have* or *will have* + **past participle**

**Ex.—** By the project's completion, I shall have helped forty hours.

Underline the verb phrase twice; write present perfect, past perfect, or future perfect.

- \_\_\_\_\_ Will you have graduated by then?
  - \_\_\_\_\_ Many have developed allergies.
  - \_\_\_\_\_ The ship had docked by eight o'clock.

## ANALOGIES:

Circle the word that best completes the analogy.

- vegetable : zucchini :: disease : \_\_\_\_\_  
  - illness
  - diabetes
  - health
  - epidemic

## SENTENCE COMBINING:

- Several men had the idea of an electric light bulb. \_\_\_\_\_  
 Thomas Edison was the first to patent a practical one. \_\_\_\_\_



“My . . . students still make a point to tell me how appreciative they are for the lessons they learned. They felt confident in their abilities and experienced success at the college level.”

- J.M.

# Easy Grammar Ultimate Series®

## Grade 11

Teacher Edition: \$37.<sup>95</sup>  
 Student Workbook: \$16.<sup>95</sup>  
 Student Test Booklet: \$9.<sup>95</sup>

- ▶ 180 daily, 10-minute teaching lessons
- ▶ Provides high-school students with continued learning and application
- ▶ Concepts taught spirally to enhance mastery learning
- ▶ Sentence combining for improved writing
- ▶ Easy, yet thorough
- ▶ Teacher-led oral instruction recommended



The purpose of **Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons — Grade 11** is to provide students with a basic understanding of grammar and an expanded comprehension of more complex concepts.

This year is critical for your students, many who may need a refresher of grammar usage, capitalization, and punctuation before taking college exams. You are also aware that some students may not yet have been introduced to various higher-level skills in grammar and mechanics. In addition, you may have students who don't understand the basics; these students lack mastery. This is evident in their writing and speaking. Added to this conundrum, some students may still be using nonstandard English. These students may make egregious errors in past participles of irregular verbs, pronoun usage, the use of double negatives, etc.

This creates a dilemma in that your focus at the secondary level should be literature and writing. (Plus, you may so enjoy teaching these two areas!) **How do you teach or re-teach the multitude of concepts not understood at the level of application while still emphasizing literature and writing? The answer is 180 daily, 10-minute lessons set up spirally to enhance mastery within this text.**

Simply begin each day's class with a daily teaching lesson. These are set up sequentially to introduce (teach), review, expand, and apply concepts throughout. You will love that each lesson requires approximately 10 minutes, and the rewards will be amazing!



## Easy Grammar Ultimate Series®: Grade 11

### Sample Page - Answers

#### Day 19 Answers

1. Criticism, **Sir, Winston, Churchill**
  2. Tossing two-toned balls, the brightly dressed clown captured our attention.
  3. **a)** kidney
  4. jacket is; **PA: blue** (with white stripes)
  5. Answers May Vary/Representative Answer: Enjoying adventure, Reuben skydives and surfs. Reuben enjoys adventure; therefore, he skydives and surfs.
- 

#### Day 129 Answers

1. **a. Ramona, Her, Father**    **b. The, Dark, Is, Rising**    **c. Going, My, Way**    **d. Because, Winn-Dixie**
  2. When I gave the math answer (three-fourths tsp. [ $\frac{3}{4}$ ]), four students had another answer.
  3. **a. conjunctions:** Either – or; girl, bearer started    **b. conjunction:** and; Several stood, jogged
  - c. conjunctions:** Both – and; cars need
  4. **a. AP**    **b. PN**    **c. S**    **d. S**
  5. Answers May Vary/Representative Answer: In 1572, William I of Orange met with some important men representing leading Dutch towns; their goal was to gain independence from Spain. With the goal of gaining independence from Spain, William I of Orange met with some important men who represented leading Dutch towns in 1572.
- 

#### Day 170 Answers

1. **As, Mercury, Program, Mercury, Dr., Rice, American, Earth, John, Glenn**
2. With the bombing of Hiroshima, Japan, on August 6, 1945, all plants seemed to die; however, a ginkgo biloba tree resprouted.
3. **a.** Answers May Vary/Representative Answer: A raspberry pie, which is my favorite, won first prize at the fair.  
**b.** Answers May Vary/Representative Answer: The bronze that was stolen was sold for scrap metal.
4. **a.** has rained    **b.** had responded    **c.** will have arrived
5. Answers May Vary/Representative Answer: After Sir Humphrey Gilbert died, his right to colonize the New World was given to his half-brother, Sir Walter Raleigh.

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## Sample Page

SAMPLE PAGE

DAY 19

**CAPITALIZATION:**

Do not capitalize the first word after a semicolon ( ; ) unless it is a proper noun or a proper adjective.

Ex.— Common law developed by judges' rulings over a period of time; statutory law is passed by legislators.

1. "criticism is easy; achievement is difficult," said sir winston churchill.

**PUNCTUATION:**

Use a hyphen between two closely related words. Ex.— high-density  
If one of those words ends in *ly*, do not place a hyphen between them.

Ex.— a finely chopped onion

2. Tossing two toned balls the brightly dressed clown captured our attention
- 

**ANALOGIES:**

Circle the word that best completes the analogy.

**Note:** Determine how the first two words are related; then, determine the same relationship between the third word and a word listed as an answer.

3. oral : mouth :: renal : \_\_\_\_\_  
a) kidney    b) teeth    c) respiration    d) fetus

**PARTS OF SPEECH: ADJECTIVES**

A predicate adjective is a describing word that occurs after the verb and describes the subject of a sentence.

Ex.— Her car <sup>PA</sup> is fast.                      (fast car)

Underline the subject once and the verb or verb phrase twice. Label the predicate adjective—**PA**.

4. His jacket is blue with white stripes.

**SENTENCE COMBINING:**

5. Reuben skydives.  
Reuben surfs.  
Reuben enjoys adventure.
- 
- 



## Sample Page

DAY 129

SAMPLE PAGE

**CAPITALIZATION:**

Capitalize each title.

1. a. ramona and her father                      c. going my way
- b. the dark is rising                              d. because of winn-dixie

**PUNCTUATION:**

Use parentheses and brackets as well as other punctuation.

2. When I gave the math answer three fourths tsp  $\frac{3}{4}$  four students had another answer
- 

**PARTS OF SPEECH: CONJUNCTIONS**

Circle the conjunctions. Underline the subject once and the verb twice.

3. a. Either the flower girl or the ring bearer started down the aisle too early.
- b. Several of the contestants stood together and jogged in place.
- c. Both foreign and domestic cars need to be fuel efficient.

**PARTS OF SPEECH: PRONOUNS**

**Remember:** Nominative pronouns, *I, he, she, we, they, who, you, and it*, can serve as a subject, as a predicate nominative, or as an appositive. An appositive is a noun or a pronoun that stands beside another noun to explain it.

**Ex.—** The mayor's supporters, <sup>appositive</sup> **they** in blue shirts, are encouraging people to vote.

**Remember:** The predicate nominative is a word in the predicate that is equal to the subject.

Determine the use of the nominative pronoun. Write **S** for subject, **PN** for predicate nominative, and **AP** for appositive.

4. a. \_\_\_\_\_ The sheriff, **he** with the Stetson hat, does his job well.
- b. \_\_\_\_\_ The winner of the race was **I**.
- c. \_\_\_\_\_ **We** must do a project for history.
- d. \_\_\_\_\_ Are **they** helping with the county fair?

**SENTENCE COMBINING:**

5. William I of Orange met with some important men.  
These men represented leading Dutch towns.  
Their goal was to gain independence from Spain.  
This was in 1572.
- 
- 



## Sample Page

DAY 170

SAMPLE PAGE

**CAPITALIZATION:**

1. "as part of the mercury program (named after the mythological god, mercury)," said dr. rice, "the first american astronaut to orbit the planet, earth, was john glenn."

**PUNCTUATION:**

2. With the bombing of Hiroshima Japan on August 6 1945 all plants seemed to die however a ginkgo biloba tree resprouted
- 

**CLAUSES:**

**Remember:** Restrictive (essential) elements are necessary to the meaning of a sentence. Commas are not used.

Nonrestrictive (nonessential) elements provide additional, unnecessary information. Use commas with nonessential (nonrestrictive) clauses.

3. a. Write a sentence containing a nonrestrictive clause.

---



---

- b. Write a sentence containing a restrictive clause.

---



---

**PARTS OF SPEECH: VERBS**

Write the verb in the given tense.

4. a. \_\_\_\_\_ It (present perfect of *to rain*).  
 b. \_\_\_\_\_ Mr. Goldberg (past perfect of *to respond*).  
 c. \_\_\_\_\_ By Sunday, they (future perfect of *to arrive*) home.

**SENTENCE COMBINING:**

5. Sir Walter Raleigh was a half-brother of Sir Humphrey Gilbert.  
 Gilbert held a right to colonize the New World.  
 Gilbert died.  
 Raleigh was given the right.

---



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“I am an Orton-Gillingham language tutor and I have found the Easy Grammar® series to be so helpful for my students with dyslexia. The 180-day spiral review of grammar information is so helpful. Thank you so much!”

- C.H., NC

# Easy Grammar Ultimate Series®

## Grade 12+

|                       |                     |
|-----------------------|---------------------|
| Teacher Edition:      | \$37. <sup>95</sup> |
| Student Workbook:     | \$16. <sup>95</sup> |
| Student Test Booklet: | \$9. <sup>95</sup>  |

- ▶ 180 daily, 10-minute teaching lessons
- ▶ Provides high-school students with continued learning and application
- ▶ Concepts taught spirally to enhance mastery learning
- ▶ Sentence combining for improved writing
- ▶ Easy, yet thorough
- ▶ Teacher-led oral instruction recommended



**Easy Grammar Ultimate Series®: 180 Daily Teaching Lessons — Grade 12+** has been designed to be used by high school **seniors** or **advanced classes**. It may also be adapted to **college use**.

In this **teaching text**, concepts have been presented spirally and in a “building-block” approach to enhance learning. This is aligned with excellent learning in the realm of new brain research. In the classroom setting, allow students to do the entire lesson and then to discuss answers and to focus on the “Beyond Easy Grammar®” section.

Some concepts in this text will be introduced but not reviewed. They may be interesting to know, but they aren’t important to how we speak and write. For example, on DAY 15, students will learn about variable and nonvariable nouns; in fact, a practice is offered on that page. However, those terms will not be reintroduced systematically within the remainder of the text. This will be true of other terms such as catenative verbs, zero articles, and modal idioms. An **index** has been set up for ease in referencing concepts.

All concepts contained within *Easy Grammar® Plus* are taught in this text—but in a condensed version. New concepts are introduced in the same building-block, or “scaffolded,” approach as in that text. For students who have used *Easy Grammar® Plus*, some concepts, especially at the beginning, will be a review. However, concepts have been introduced in a way to facilitate understanding for everyone.

Basic concepts such as direct objects, indirect objects, objects of a preposition, predicate nominatives, and appositives will be addressed at the beginning of this text. **On a higher level, these concepts can be expressed by phrases and clauses.** Therefore, to make the transition easy, students need to comprehend various types of phrases and dependent/independent clauses. The initial lessons are designed to help students comprehend these concepts effortlessly. This will serve as a basis for understanding noun phrases, adverbial clauses, relative clauses, etc., when they are encountered later.



## Easy Grammar Ultimate Series®: Grade 12+ Sample Page - Answers

### Day 37 Answers

1. The, **Hittite**, **Empire**, **Asia**, **Minor**, **Near**, **East**, **Egyptians**
  2. I. Large Animals / A. Camels / 1. One-humped / 2. Two-humped / B. Elephants / II. Small animals
  3. taxis, bus was operating
  4. Answers May Vary/Representative Answers: **Animate noun** = brother **Inanimate noun** = card
- 

### Day 148 Answers

1. Sometime, **A.D.**, **China's**, **Sung**, **Dynasty**, **Taoism**, **Buddhism**, **Confucianism**
  2. The two leaders' speeches were short and direct, yet powerful and poignant.
  3. governor is, **PN** = woman; **Proof**: The woman in the red suit is the governor. or The woman is governor.
  4. Answers May Vary/Representative Answer: The town council met and discussed a new, unclear ordinance about abandoned vehicles.
- 

### Day 167 Answers

1. **Did**, **President**, **Gerald**, **R.**, **Ford**, **Raul**, **U.S.**, **Metric**, **Conversion**, **Act**, **December**
2. The idea of relaxing while there is much to do, is an art that he has perfected.
3. had built
4. **a)** us **b)** we

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## Sample Page

SAMPLE PAGE

DAY 37

**CAPITALIZATION:****Capitalize races and ethnic groups.****Ex.—** Hispanic      Polynesian

- the hittite empire, which once covered most of asia minor in the near east, was plagued with wars with the egyptians.

**PUNCTUATION:****Place a period after the letters and numbers in an outline. Ex.—**

- I. Marine animals
  - A. Squid
  - B. Starfish

Insert needed punctuation.

- I Large animals
    - A Camels
      - 1 One Humped
      - 2 Two Humped
    - B Elephants
  - II Small animals

**PARTS OF SPEECH: VERBS****Concord of proximity means that the verb must agree with the subject closer to it. This is often used with *either-or* construction.****Ex.—** My father or my brothers are attending that game.My brothers or my father is attending that game.

Underline the subject once; underline the correct verb phrase twice.

- Neither taxis nor a shuttle bus ( were, was ) operating during the blizzard.

**PARTS OF SPEECH: NOUNS****Animate nouns refer to people and animals.****Inanimate refers to all other nouns.**

Write an example.

- Animate noun: \_\_\_\_\_ Inanimate noun: \_\_\_\_\_

**BEYOND EASY GRAMMAR: SYNTAX**

Three rules apply to nearly all rules of syntax.

**RULE I:** The principal element always controls or governs a subordinating element.**RULE II:** The subordinating elements always modify or limit the principal element.

Subordinating elements restrict a general application to a particular application.

**RULE III:** Coordinate elements do not govern or modify each other. One does not affect the case, tense, mode, number, person, agreement, or application of the other.**Ex.—** Jacy wants to go with you and me.(Using *you* here has nothing to do with using the objective pronoun, *me*, in the prepositional phrase, *with you and me*.)

# Sample Page



DAY 148

**CAPITALIZATION:**

1. sometime in a.d. 960-1279 during china's sung dynasty, taoism and buddhism were partially added to the belief of confucianism.

**PUNCTUATION:**

Use a comma(s) to set off itemized word groups.

*Ex.—* Please make British shortbread and lemon curd, not roast beef with Yorkshire pudding, for Christmas.

2. The two leaders speeches were short and direct yet powerful and poignant

**PARTS OF SPEECH: NOUNS/PRONOUNS:**

A predicate nominative is a noun or a pronoun that occurs after the verb and means the same as the subject. PN

*Ex.—* Hurricane Katrina was one natural catastrophic event.

To prove a predicate nominative, rewrite the sentence following this pattern:

**Proof = word(s) after verb and predicate nominative + verb + beginning of a sentence**

*Ex.—* Proof: One natural catastrophic event was Hurricane Katrina.

Underline the subject once and the verb twice. Label the predicative nominative—**PN**. Write a proof.

3. The governor is the woman in the red suit. Proof: \_\_\_\_\_

**SENTENCE COMBINING:**

4. The town council met. Members discussed a new ordinance. The new ordinance was about abandoned vehicles. The new ordinance was unclear. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**BEYOND EASY GRAMMAR: ETYMOLOGY**

**Degrees of Adjectives:** Positive refers to an adjective not being compared.

**Comparative** expresses a higher or lower quality of two items.

**Superlative** expresses a higher or lower quality of three or more items.

In most monosyllabic words (one syllable), *er* is added in the comparative form and *est* in the superlative form.

Most adjectives of more than one syllable form the comparative form by using *more* or *less*.

*Ex.—* more expensive, less expensive

Most adjectives of more than one syllable form the comparative form by using *most* or *least*.

*Ex.—* most expensive, least expensive

Some adjectives change form in the positive, comparative, and superlative degrees.

| <u>Positive</u> | <u>Comparative</u> | <u>Superlative</u> |
|-----------------|--------------------|--------------------|
| good            | better             | best               |
| bad or ill      | worse              | worst              |
| much or many    | more               | most               |
| little          | less               | least              |



## Sample Page

SAMPLE PAGE

DAY 167

## CAPITALIZATION:

1. did president gerald r. ford," asked raul, "sign the u. s. metric conversion act on december 23, 1975?"

## PUNCTUATION:

A comma is used to separate two principal elements when the subject nominative ends with a verb that may make the sentence less clear without it.

*Ex.— He who bores easily and finds himself with nothing to do, may find positive ways to use time.*

2. The idea of relaxing while theres much to do is an art that he has perfected

## PARTS OF SPEECH: VERBS

The perfect tense is formed by joining a form of *to have* with the past participle of a verb.

The present perfect uses *has* or *have* with the past participle.

*Ex.—* (infinitive, *to go*) have gone has gone

The past perfect uses *had* with the past participle.

*Ex.—* (infinitive, *to go*) had gone

The future perfect uses *shall have* or *will have* with the past participle.

*Ex.—* (infinitive, *to go*) shall have gone will have gone

Write the past perfect of *to build*.

3. \_\_\_\_\_

## PARTS OF SPEECH: PRONOUNS

When *we* or *us* appears beside a noun, delete the noun to determine correct usage.

*Ex.—* The teachers and ( us, we ) cheerleaders were expected to help at the school carnival.

~~The teachers and~~ ( us, we ) were expected to help at the school carnival.

Circle the correct pronoun.

4. a) Give ( we, us ) friends your car keys.  
b) Dino and ( we, us ) boys will serve as crossing guards.

## BEYOND EASY GRAMMAR: ETYMOLOGY

Pronouns: *Who*, *which*, *that*, and *what* are relative pronouns. A relative pronoun can represent an antecedent, a noun that has occurred before it, or join a dependent clause.

*Who* is only used to represent people.

*Which* and *that* are used to represent things.

*That* may be used to represent people. *Ex.—* That is my sister.

*What* may be used either as a limiting (determining) adjective or as a relative pronoun.

*What* is both a relative pronoun and a limiting adjective and is equivalent to *that* or *those which*.

When the antecedent is expressed, *what* should be parsed (1) as an adjective; (2) as a relative pronoun; as, "He gave me what books I wanted." When the antecedent is omitted, the indefinite noun, 'things,' may be supplied, and then the case is always as above; or it may be taken (1) as an adjective used as a noun; it is then itself the antecedent; (2) as a relative relating to itself as antecedent; as, "He gave me what I wanted" (Greene, 1868).

The compound relative pronouns are *whoever*, *whosoever*, *whichever*, *whatever*, and *whatsoever*. *Whoso* and *whichever* are also included, but they are rarely used today.



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- L.W., CA

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5. Number 5 is always a **sentence combining**. Using sentences given, students will write a more intricate sentence.

**Note:** An excellent teaching text for this level is **Easy Grammar®: Grade 3**.



## Daily GRAMS®: Grade 3 Sample Page - Answers

### Day 73 Answers

1. Go, Fulton, Avenue, Cleveland, Stadium
  2. No, we don't need Mr. Biddle's help.
  3. A. bays    B. babies    C. stories    D. flies
  4. drunk
  5. Answers May Vary/Representative Answer: Mr. Dobson doesn't like syrup, but he does like honey. Although Mr. Dobson likes honey, he doesn't like syrup.
- 

### Day 86 Answers

1. They, Beckett, Woods, Canada
  2. Corbin lives at 44 East Beck Lane, Phoenix, Arizona 85254.
  3. his dad's books
  4. May
  5. Answers May Vary/Representative Answer: Carrots and cabbage are in the vegetable soup.
- 

### Day 171 Answers

1. Has, Uncle, Jake, French
2. Dear Ms. Rios, / You left your bank card at our place. / Sincerely, / Rebecca P. Blair
3. two hamsters' cage
4. better, best
5. Answers May Vary/Representative Answer: Andy held the hinge in place, and Grandma placed screws in it. While Andy held the hinge in place, Grandma placed screws in it.

Easy Grammar Systems® recommends you visit [easygrammar.com](http://easygrammar.com) for videos that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12\*).

## Sample Page

SAMPLE PAGE

DAY 73

**CAPITALIZATION:****Remember:****Do not capitalize directions unless they are part of an address.**

Example: She lives on the east side of town.

1. go north on fulton avenue to get to cleveland stadium.

**PUNCTUATION:**

2. No we dont need Mr Biddles help

**PARTS OF SPEECH: NOUNS****Plural means more than one.****If a noun ends in a vowel + y, add s to form the plural.****If a noun ends in a consonant + y, change the y to i and add es.**Examples: stray = strays  
reply = replies**Write the plural:**

3. A. bay - \_\_\_\_\_ C. story - \_\_\_\_\_  
B. baby - \_\_\_\_\_ D. fly - \_\_\_\_\_

**PARTS OF SPEECH: VERBS****Underline the correct verb with two lines:**

4. The horse has ( drank, drunk ) all the water.

**SENTENCE COMBINING:**

5. Mr. Dobson doesn't like syrup.

Mr. Dobson likes honey.

---



---



## Sample Page

SAMPLE PAGE

**DAY 86****CAPITALIZATION:**

1. they went to beckett woods in canada last winter.

**PUNCTUATION:**

2. Corbin lives at 44 East Beck Lane Phoenix Arizona 85254

**PARTS OF SPEECH: NOUNS**

**Possessive nouns show ownership. To show ownership for one item or person, add apostrophe ( ' ) + s.**

Examples: a bunny belonging to Parker: Parker's bunny  
steps in a pool: a pool's steps

**Write the possessive noun:**

3. books belonging to his dad: \_\_\_\_\_

**PARTS OF SPEECH: VERBS**

**Can means to be able to.  
May asks permission.**

**Underline the correct verb twice:**

4. ( May, Can ) we be excused?

**SENTENCE COMBINING:**

5. Carrots are in the soup.  
Cabbage is in the soup.  
It is vegetable soup.

---



---



## Sample Page

SAMPLE PAGE

DAY 171

**CAPITALIZATION:**

1. has uncle jake made french toast for breakfast?

**PUNCTUATION:**

**Punctuate this greeting, body, closing, and signature of a friendly letter:**

2. Dear Ms Rios  
 You left your bank card at our place  
 Sincerely  
 Rebecca P Blair

**PARTS OF SPEECH: NOUNS**

**Write the possessive form:**

3. a cage belonging to two hamsters: \_\_\_\_\_

**PARTS OF SPEECH: ADJECTIVES**

**Some adjectives change form when comparing:**

Example: good  
 better ( comparing 2 )  
 best ( comparing 3 or more )

**Write the correct adjective:**

4. Sally is a good rider.  
 Sally's sister is a \_\_\_\_\_ rider than Sally.  
 Sally's mother is the \_\_\_\_\_ rider in the family.

**SENTENCE COMBINING:**

5. Andy held a hinge in place.  
 Grandma placed screws in the hinge.

---



---



“My students never  
learned so well.”

- M.D.

# Daily GRAMS®

## Grade 4

- ▶ 180, 10-minute daily reviews
- ▶ Daily capitalization review
- ▶ Daily punctuation review
- ▶ Daily review of grammar & other concepts
- ▶ Sentence combining for improved quality of writing
- ▶ Concepts presented spirally to enhance mastery learning



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**Note:** An excellent teaching text for this level is **Easy Grammar®: Grade 4**.



## Daily GRAMS®: Grade 4 Sample Page - Answers

### Day 56 Answers

1. Miss, Dixon, Is, South, Mountain, Fair, September
  2. Send the box to 1 York Avenue, St. Paul, Minnesota 55101.
  3. A. your (essay)    B. two
  4. A. boxes    B. brushes    C. sprays    D. deer    E. secretaries
  5. Answers May Vary/Representative Answer: Jana left the room because she angry. Angry, Jana left the room.
- 

### Day 122 Answers

1. 77 Lark Lane  
Lancaster, KY 40446  
January 13, 20--  
My favorite cousin,
  2. I need to see these three students: Teddy, Aren, and Billy.
  3. children's toys
  4. A. Two    B. there    C. May    D. it's (shadow)
  5. Answers May Vary/Representative Answer: The family sold an old bike for twenty dollars at a garage sale. The family had a garage sale and sold an old bike for twenty dollars.
- 

### Day 125 Answers

1. A, Acadia, National, Park, Maine
2. Dr. Tarn and his wife went to an A.M.A. meeting on July 21, 2001.
3. six (children), several (puddles)
4. (a) cash    (b) clash    (c) crash    (d) dash
5. Answers May Vary/Representative Answer: Joyce is a gymnast whose specialty is tumbling. Joyce, a gymnast, specializes in tumbling.

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## Sample Page

SAMPLE PAGE

**DAY 56****CAPITALIZATION:**

1. miss dixon asked, "is the south mountain fair held in september?"

**PUNCTUATION:**

2. Send the box to 1 York Avenue St Paul Minnesota 55101

**DIFFICULT WORDS:****Circle the correct word:**

3. A. We heard that ( you're, your ) essay won a prize.  
B. He answered ( to, two, too ) questions.

**PARTS OF SPEECH: NOUNS**

**Plural means more than one.**

**Some words do not change to form the plural:**

Example: one sheep - two sheep

**Write the plural:**

4. A. box - \_\_\_\_\_  
B. brush - \_\_\_\_\_  
C. spray - \_\_\_\_\_  
D. deer - \_\_\_\_\_  
E. secretary - \_\_\_\_\_

**SENTENCE COMBINING:**

5. Jana was angry.  
Jana left the room.

---



---



## Sample Page

SAMPLE PAGE

## DAY 122

## CAPITALIZATION:

Capitalize the heading and greeting of this letter:

1. 77 lark lane  
lancaster, ky 40446  
january 13, 20--

my favorite cousin,

## PUNCTUATION:

2. I need to see these three students Teddy Aren and Billy

## PARTS OF SPEECH: NOUNS

A plural noun that shows possession and does not end in s adds an apostrophe ( ' ) plus s.

Example: a horse belonging to two women - women's horse

Write the possessive:

3. toys belonging to some children - \_\_\_\_\_

## DIFFICULT WORDS:

Circle the correct word:

4. A. ( Too, To, Two ) answers were given.  
B. I want to visit ( their, there, they're ) soon.  
C. ( May, Can ) we see that?  
D. Has the ground hog seen ( it's, its ) shadow?

## SENTENCE COMBINING:

5. The family had a garage sale.  
The family sold an old bike.  
The bike sold for twenty dollars.

---



---



## Sample Page

SAMPLE PAGE

DAY 125

**CAPITALIZATION:**

1. a rocky seashore runs along acadia national park in maine.

**PUNCTUATION:**

2. Dr Tarn and his wife went to an A M A\* meeting on July 21 2001

\* abbreviation for American Medical Association

**PARTS OF SPEECH: ADJECTIVES**

Circle any adjectives that tell how many:

3. The six children waded in several puddles.

**ALPHABETIZING:**

Write these words in alphabetical order:

4. crash dash cash clash

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

**SENTENCE COMBINING:**

5. Joyce is a gymnast.  
Her specialty is tumbling.

---



---



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- Y.C., KS

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# Daily GRAMS®

## Grade 5

- ▶ 180, 10-minute daily reviews
- ▶ Daily capitalization review
- ▶ Daily punctuation review
- ▶ Daily review of grammar & other concepts
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- ▶ Concepts presented spirally to enhance mastery learning



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4. Number 4 addresses **general concepts**.
5. **Analogies, spelling rules, and compound/complex sentences** are introduced and reviewed in number 5.
6. Number 6 is always a **sentence combining**. Using sentences given, students will write a more intricate sentence.

**Note:** An excellent teaching text for this level is *Easy Grammar®: Grade 5*.



## Daily GRAMS®: Grade 5 Sample Page - Answers

### Day 39 Answers

1. In, Molly, Ryan, Incas, Peru
  2. Sparky, our new dog, is our family's first pet.
  3. Bob, sister, beach, Texas
  4. A. ridden    B. flown    C. built
  5. (d) restless
  6. Answers May Vary/Representative Answer: When Jana's watercolor of a parrot won a prize, she was very happy. Jana was very happy about winning a prize for her watercolor of a parrot.
- 

### Day 58 Answers

1. In, Sea, Fever, John, Masefield
  2. This pantry, we believe, needs to be stocked with the following: soup, rice, and tuna.
  3. A. DC    B. IC
  4. better
  5. A. presenter    B. meeting    C. refrigerator
  6. Answers May Vary/Representative Answer: Erosion can be caused by water, wind, or ice.
- 

### Day 146 Answers

1. This, Clayton, School, Arctic, Airlines
2. Waiting for the shuttle bus, the travelers eagerly discussed this plan for cook-ing out.
3. A. F    B. R-O
4. farthest
5. (d) garland
6. Answers May Vary/Representative Answer: When a door slammed, his dog became frightened and hid under the bed.

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## Sample Page

SAMPLE PAGE

DAY 39

**CAPITALIZATION:**

1. in history class, molly and ryan studied about the incas of peru.

**PUNCTUATION:**

**An appositive is a noun or noun phrase (more than one word) that is placed beside another noun to explain it. Use commas before and after an appositive.**

Example: Mt. Fuji, **a mountain in Japan**, is beautiful.

2. Sparky our new dog is our familys first pet

**PARTS OF SPEECH: NOUNS**

**Circle any nouns:**

3. Bob and his sister went to a beach in Texas.

**PARTS OF SPEECH: VERBS**

**Circle the correct verb:**

4. A. They had ( rode, ridden ) their horses into a canyon.  
 B. Her aunt must have ( flown, flew ) to Wyoming on business.  
 C. That contractor should have ( builded, built ) his house closer to the road.

**ANALOGIES:**

**Circle the correct answer:**

5. flashy : showy :: fidgety : \_\_\_\_\_  
 (a) sensitive (b) inactive (c) hibernate (d) restless

**SENTENCE COMBINING:**

6. Jana's watercolor won a prize.  
 It was of a parrot.  
 She was very happy.

---



---



## Sample Page

SAMPLE PAGE

## DAY 58

## CAPITALIZATION:

1. in reading class, we discussed "sea fever" by john masefield.

## PUNCTUATION:

2. This pantry we believe needs to be stocked with the following soup rice and tuna

## CLAUSES:

All clauses contain a **SUBJECT** and a **VERB**.

An independent clause expresses a complete thought and can stand alone.

Example: We sat on the pier for an hour.

A dependent clause does not express a complete thought and can stand.

Example: After the basketball team ran onto the court.

Write **IC** if the clause is independent; write **DC** if the clause is dependent:

3. A. \_\_\_\_\_ Where we could see a hole in the fence.  
B. \_\_\_\_\_ It rains frequently in Princeville in January.

## PARTS OF SPEECH: ADVERBS

Circle the correct adverb:

4. His twin bowls ( better, best ) than he.

## SPELLING:

Write the correct spelling of the words:

5. A. present + er - \_\_\_\_\_  
B. meet + ing - \_\_\_\_\_  
C. refrigerate + or - \_\_\_\_\_

## SENTENCE COMBINING:

6. Erosion can be caused by water.  
Erosion can be caused by wind.  
Erosion can be caused by ice.
- \_\_\_\_\_



## Sample Page

SAMPLE PAGE

DAY 146

**CAPITALIZATION:**

1. this spring, clayton school students will travel on arctic airlines.

**PUNCTUATION:**

**Place a comma after an introductory participial phrase.**

Example: *Hurrying out of the rain*, I accidentally bumped into someone.  
*Listed below appraisal*, the house sold immediately.

2. Waiting for a shuttle bus the travelers eagerly discussed the groups plan for cooking out

**SENTENCES/FRAGMENTS/RUN-ONS:**

Write S for sentence, F for fragment, and R-O for run-on:

3. A. \_\_\_\_\_ Left by the side of the road.  
 B. \_\_\_\_\_ Jana stirred the soup, added some salt, and then added more, but she didn't think that the soup was flavorful so she added even more salt.

**PARTS OF SPEECH: ADVERBS**

Circle the correct adverb:

4. At the city-wide competition, Anita threw the ball ( farther, farthest ).

**ANALOGIES:**

Circle the correct answer:

5. fish : halibut :: decoration : \_\_\_\_\_  
 (a) guest (b) party (c) festivity (d) garland

**SENTENCE COMBINING:**

6. A door slammed.  
 His dog became frightened.  
 His dog hid under the bed.

---



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- C.H., VT

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# Daily GRAMS®

## Grade 6

- ▶ 180, 10-minute daily reviews
- ▶ Daily capitalization review
- ▶ Daily punctuation review
- ▶ Daily review of grammar & other concepts
- ▶ Sentence combining for improved quality of writing
- ▶ Concepts presented spirally to enhance mastery learning



The purpose of **Daily GRAMS®: Guided Review Aiding Mastery Skills – Grade 6** is to provide students with **daily** review of their language. Review of concepts helps to promote **mastery learning**.

Less instruction is included in this *Daily GRAMS®* text. However, *this text is not a teaching text*; it has been specifically designed for review. Concepts are usually repeated within twenty-five to thirty days.

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6. Number 6 is always a **sentence combining**. Using sentences given, students will write a more intricate sentence.

**Note:** An excellent teaching text for this level is **Easy Grammar®: Grade 6**.



## Daily GRAMS®: Grade 6 Sample Page - Answers

### Day 79 Answers

1. **A**, Trend, **T**avel, **Q**ueen, **V**ictoria's, Ireland
  2. My neighbor likes to watch Jeopardy and to read short, romantic novels.
  3. A. feet    B. buzzes    C. alleys    D. proofs    E. secretaries    F. pleas
  4. slowly
  5. **(d)** scrutinize
  6. Answers May Vary/Representative Answer: Because Lisa's grandpa has to work, he can't attend her softball game.
- 

### Day 104 Answers

1. The, **P**opulist, **P**arty, **A**merican, **M**ia
  2. After Laura's essay entitled "Famous Women" was read, everyone applauded.
  3. well
  4. During the early morning, the girls had ridden (D.O. = horses) for two hours.
  5. A. S    B. S    C. C
  6. Answers May Vary/Representative Answer: A hammerhead can refer to a type of shark or to an African bird.
- 

### Day 151 Answers

1. **D**id, **H**omestead, **A**ct, **D**r., **T**opaz, **N**ebraska
2. Although my brother-in-law can't attend the wedding, he's sending a gift.
3. A. F    B. S    C. R-O    D. R-O
4. A. A    B. L
5. A. C    B. S
6. Answers May Vary/Representative Answer: Quasars which are faint blue heavenly objects are believed to be most distant from the universe. Quasars, faint blue heavenly objects, are believed to be the most distant objects in the universe.

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## Sample Page

SAMPLE PAGE

DAY 79

**CAPITALIZATION:**

1. a travel agent at trend travel told me about queen victoria's visit to ireland in 1888.

**PUNCTUATION:**

2. My neighbor likes to watch Jeopardy\* and to read short romantic novels  
\*name of a television show

**PARTS OF SPEECH: NOUNS**

Write the plural:

3. A. foot - \_\_\_\_\_ D. proof - \_\_\_\_\_  
B. buzz - \_\_\_\_\_ E. secretary - \_\_\_\_\_  
C. alley - \_\_\_\_\_ F. plea - \_\_\_\_\_

**PARTS OF SPEECH: ADJECTIVES/ADVERBS**

Circle the correct word:

4. His partner makes decisions ( slow, slowly ).

**ANALOGIES:**

Circle the answer that best completes the analogy:

5. trim : prune :: look : \_\_\_\_\_  
(a) resolve (b) reciprocate (c) neglect (d) scrutinize

**SENTENCE COMBINING:**

6. Lisa's grandpa can't attend her game.  
Lisa is playing softball.  
Lisa's grandpa has to work.

---



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## Sample Page

SAMPLE PAGE

## DAY 104

## CAPITALIZATION:

1. "the populist party was formed to express american farmers' opinions," mia said.

## PUNCTUATION:

2. After Lauras essay entitled Famous Women was read everyone applauded

## PARTS OF SPEECH: ADJECTIVES/ADVERBS

Select the correct word:

3. Micah and Anthony are great players.  
They play \_\_\_\_\_ ( good, well) together.

## DIRECT OBJECTS:

**Cross out any prepositional phrases. Underline the subject once and the verb or verb phrase twice. Label any direct object – D.O.**

4. During the early morning, the girls had ridden horses for two hours.

## SIMPLE AND COMPOUND SENTENCES:

**A simple sentence has a subject and verb *and* expresses a complete thought.**

Example: During the evening hours, those birds usually gather in our trees.

**A compound sentence contains two (or more) independent clauses (complete thoughts).**

Example: Koko planted a flower garden, but she didn't water it.

*independent clause*

*independent clause*

**Write S if the sentence is simple; write C if the sentence is compound:**

5. A. \_\_\_\_\_ Jemima likes to water-ski.  
B. \_\_\_\_\_ Derek nodded and grabbed his kite.  
C. \_\_\_\_\_ You must hurry, or we'll be late.

## SENTENCE COMBINING:

6. A hammerhead is a type of shark.  
A hammerhead is also an African bird.

---



---



## Sample Page

SAMPLE PAGE

DAY 151

**CAPITALIZATION:**

1. “did the homestead act,” asked dr. topaz, “offer pioneers free land in nebraska?”

**PUNCTUATION:**

2. Although my brother in law cant attend the wedding hes sending a gift

**SENTENCES/FRAGMENTS/RUN-ONS:**

Write S for sentence, F for fragment, and R-O for run-on:

3. A. \_\_\_\_\_ Janice at the window.  
 B. \_\_\_\_\_ Janice stood silently at the window.  
 C. \_\_\_\_\_ Janice stood silently at the window, her head was lowered.  
 D. \_\_\_\_\_ Janice stood silently at the window and watched the children playing in the street but didn't call out to them but just smiled at them and then sighed.

**PARTS OF SPEECH: VERBS**

Write A if the verb is action; write L if the verb is linking:

4. A. \_\_\_\_\_ Harriet grew two bell pepper plants in her garden.  
 B. \_\_\_\_\_ Henry grew tired of sitting still during the ceremony.

**SIMPLE/COMPOUND/COMPLEX SENTENCES:**

Write S if the sentence is simple; write C if the sentence is compound:

5. A. \_\_\_\_\_ Nora made waffles, and her sister made a coffee cake.  
 B. \_\_\_\_\_ After the second quarter of the game, we were ready to leave.

**SENTENCE COMBINING:**

6. Quasars are heavenly objects.  
 They are faint blue.  
 They are believed to be the most distant objects in the universe.

---



---



“Having personally gone through the curriculum in high school, I know the impact it has on students. It is one of the reasons I became an English teacher.”

- K.S.

# Daily GRAMS®

## Grade 7

- ▶ 180, 10-minute daily reviews
- ▶ Daily capitalization review
- ▶ Daily punctuation review
- ▶ Daily review of grammar & other concepts
- ▶ Sentence combining for improved quality of writing
- ▶ Concepts presented spirally to enhance mastery learning



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2. In sentence #2, students insert needed **punctuation**.
3. Number 3 addresses **general concepts**.
4. Number 4 addresses **general concepts**.
5. Number 5 is always a **sentence combining**. Using sentences given, students will write a more intricate sentence.

**The content of *Daily GRAMS®: Grade 7* has been expanded to include analogies, spelling rules, and compound/complex sentences.**

**Note:** An excellent teaching text for this level is *Easy Grammar Plus®*.



## Daily GRAMS®: Grade 7 Sample Page - Answers

### Day 91 Answers

1. Under, President, Wilson, Congress, Federal, Trade, Commission
  2. Please write to the following address: Dr. Susan Rath, 404 S. Middle Street, Grand Rapids, MI 49501.
  3. (d) activate
  4. weirdly
  5. Answers May Vary/Representative Answer: The coach turned down an offered job coaching basketball at a prominent college in his home state. Although the basketball coach had been offered a coaching job at a prominent college in his home state, he turned it down.
- 

### Day 114 Answers

1. Do, Professor, Kent, Bronze, Age
  2. Well, I'm not sure, but I'll be happy to ask my brother-in-law about it.
  3. like    correlative conjunctions = Neither-Nor
  4. A. Cass's guitar    B. a moving company's boxes    C. bee's hive
  5. Answers May Vary/Representative Answer: Chairs and lamps lay on their sides, and files were scattered everywhere; the room had been ransacked. The chairs and lamps that lay on their sides and the scattered files reflected the room had been ransacked.
- 

### Day 171 Answers

1. The, It's, About, Medicine, The, Medical, Times, Mayo, Clinic
2. I'm preparing cornbread; therefore, hand me two eggs and one-half cup of milk, please.
3. A. (had) driven    B. (had) swum    C. (had) taught    D. (had) run    E. (had) laid    F. (had) seen  
G. (had) risen    H. (had) drunk \*
4. A. CX    B. C    C. C-C
5. Answers May Vary Representative Answer: Thomas Nashe claimed that he introduced ize, a suffix that turns a noun into a verb, into the English language.

**\*Note:** In #3, had has been used arbitrarily; the focus is on the past participle form.

**Easy Grammar Systems®** recommends you visit [easygrammar.com](http://easygrammar.com) for **videos** that provide a complete explanation for what is included in each series: *Easy Grammar® texts* (Grades 1-6 and *Plus*), *Daily GRAMS®* (Grades 3-7), and *Easy Grammar Ultimate Series®* (Grades 8-12\*).

## Sample Page

SAMPLE PAGE

DAY 91

**CAPITALIZATION:**

1. under president wilson, congress set up the federal trade commission to regulate businesses.

**PUNCTUATION:**

2. Please write to the following address Dr Susan Rath 404 S Middle Street Grand Rapids MI 49501

**ANALOGIES:****Complete this analogy:**

3. humble : arrogant :: hibernate : \_\_\_\_\_  
(a) reticent (b) bear (c) dormant (d) activate

**PARTS OF SPEECH: ADJECTIVES/ADVERBS****Write the correct word:**

4. Stop acting so \_\_\_\_\_ ( weirdly, weird ).

**SENTENCE COMBINING:**

5. The coach had been offered a prominent college job.  
The job was coaching basketball.  
The job was in his home state.  
He turned down the offer.

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## Sample Page

SAMPLE PAGE

**DAY 114****CAPITALIZATION:**

1. "do you," asked professor kent, "know when the bronze age occurred?"

**PUNCTUATION:**

2. Well Im not sure but Ill be happy to ask my brother in law about it

**PARTS OF SPEECH: CONJUNCTIONS**

Select the correct verb in this sentence containing correlative conjunctions. Then, circle the correlative conjunctions:

3. Neither Mia nor her brothers ( like, likes ) to get up early.

**PARTS OF SPEECH: NOUNS**

Write the possessive form:

4. A. a guitar belonging to Cass - \_\_\_\_\_  
B. boxes provided by a moving company - \_\_\_\_\_  
C. a hive shared by more than one bee - \_\_\_\_\_

**SENTENCE COMBINING:**

5. Chairs and lamps lay on their sides.  
Files were scattered everywhere.  
The room had been ransacked.

---

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## Sample Page

SAMPLE PAGE

DAY 171

**CAPITALIZATION:**

1. the "it's about medicine" section of the medical times related that mayo clinic researchers believe that sinusitis is caused by a fungus.

**PUNCTUATION:**

2. Im preparing cornbread therefore hand me two eggs and one half cup of milk please

**PARTS OF SPEECH: VERBS**

Write the past participle form for the following verbs:

3. A. to drive - \_\_\_\_\_ E. to lay - \_\_\_\_\_  
 B. to swim - \_\_\_\_\_ F. to see - \_\_\_\_\_  
 C. to teach - \_\_\_\_\_ G. to rise - \_\_\_\_\_  
 D. to run - \_\_\_\_\_ H. to drink - \_\_\_\_\_

**COMPOUND/COMPLEX/COMPOUND-COMPLEX SENTENCES:**

Write **C** if the sentence is compound, write **CX** if the sentence is complex, and write **C-C** if the sentence is compound-complex:

4. A. \_\_\_\_\_ Although a storm had been forecast, we packed our lunch and went fishing in a nearby bay.  
 B. \_\_\_\_\_ The senator stood up, but she only nodded to the visitor.  
 C. \_\_\_\_\_ A motorist asked for directions, but the farmer didn't respond until he had herded his sheep safely off the road.

**SENTENCE COMBINING:**

5. Thomas Nashe claimed that he introduced ize into the English language. He used the suffix to turn a noun into a verb.

---



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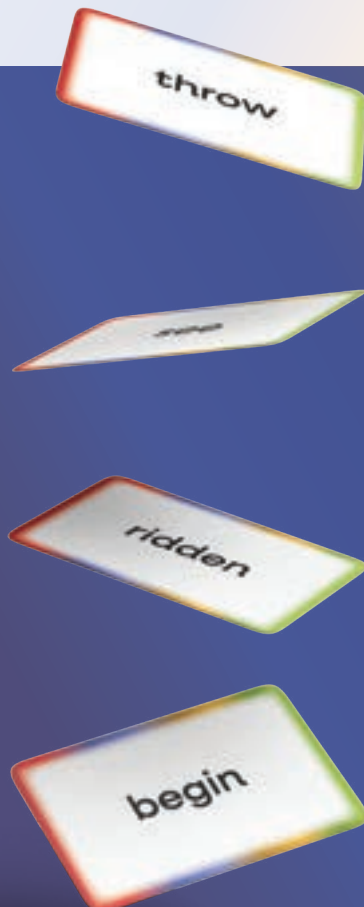
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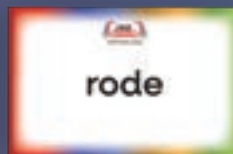


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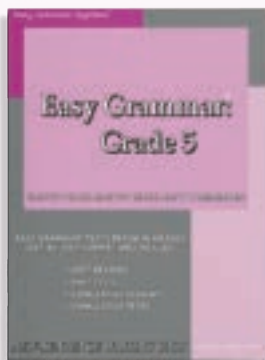
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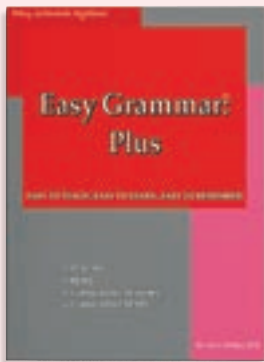
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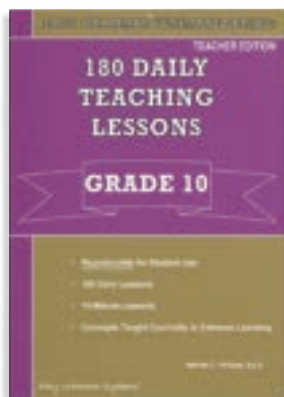
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