



FAST GRAMMAR

High School Training

LEVEL 2

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Table of Contents

<i>UNIT 1: PARTS OF SPEECH</i>	8
OPERATION 1: PARTS OF SPEECH REVIEW	9
OPERATION 2: CONCRETE VS. ABSTRACT NOUNS	13
OPERATION 3: INTERROGATIVE & DEMONSTRATIVE PRONOUNS	17
OPERATION 4: NOUNS & PRONOUNS AS ADJECTIVES	21
OPERATION 5: VERB CONJUGATION	26
OPERATION 6: PROBLEMATIC VERB PAIRS	31
OPERATION 7: ADJECTIVE OR ADVERB	35
OPERATION 8: COMPARISONS	39
UNIT 1: TEST	43
<i>UNIT 2: PARTS OF SENTENCE</i>	44
OPERATION 9: PARTS OF SENTENCE REVIEW	45
OPERATION 10: ADVANCED PHRASES	49
OPERATION 11: ADVANCED CLAUSES	53
OPERATION 12: INFINITIVE FORMS	56
OPERATION 13: COMMAS	59
OPERATION 14: DASHES & PARENTHESES	63
OPERATION 15: ADVANCED QUOTATION MARKS	66
OPERATION 16: COMBINING SHORT SENTENCES	69
UNIT 2: TEST	72
<i>UNIT 3: ADVANCED PARTS OF SPEECH & AGREEMENT</i>	73
OPERATION 17: ADVANCED PARTS OF A SENTENCE	74
OPERATION 18: PROBLEMATIC SUBJECT/ VERB AGREEMENT	77
OPERATION 19: REFLEXIVE & INTENSIVE PRONOUNS	80
OPERATION 20: INDEFINITE PRONOUNS	83
OPERATION 21: PRONOUNS, SPECIAL CASES	87

OPERATION 22: AMBIGUOUS PRONOUN REFERENCE	90
OPERATION 23: COMMONLY MISSPELLED WORDS	93
OPERATION 24: WRITING NUMBERS	97
UNIT 3: TEST	101
<i>UNIT 4: ADVANCED GRAMMAR & WRITING</i>	<i>102</i>
OPERATION 25: ADVANCED GRAMMAR & WRITING REVIEW	103
OPERATION 26: ACTIVE VS. PASSIVE VOICE	106
OPERATION 27: CONSISTENT SUBJECT/VERB FORMS	109
OPERATION 28: GRAMMATICAL MOOD	112
OPERATION 29: COMBINING SENTENCES	115
WITH CLAUSES & PHRASES	115
OPERATION 30: MISPLACED MODIFIERS	119
OPERATION 31: PARALLEL STRUCTURE	123
OPERATION 32: CONCISE WRITING	126
UNIT 4: TEST	129
<i>SOLUTIONS</i>	<i>130</i>
OPERATION 1: PARTS OF SPEECH REVIEW	131
OPERATION 2: CONCRETE VS. ABSTRACT NOUNS	132
OPERATION 3: INTERROGATIVE &	134
DEMONSTRATIVE PRONOUNS	134
OPERATION 4: NOUNS & PRONOUNS USED AS ADJECTIVES	135
OPERATION 5: VERB CONJUGATION	137
OPERATION 6: PREPOSITIONS	139
	141
OPERATION 7: ADJECTIVE OR ADVERB	141
OPERATION 8: EMOTIONAL INTERJECTIONS	143
OPERATION 9: PARTS OF A SENTENCE REVIEW	144
OPERATION 10: PHRASES	146
OPERATION 11: ADVANCED CLAUSES	148
OPERATION 12: INFINITIVE FORMS	150
OPERATION 13: COMMAS	152

OPERATION 14: DASHES & PARENTHESES	154
OPERATION 15: QUOTATION MARKS	155
OPERATION 16: COMBINING SHORT SENTENCES	156
OPERATION 17: ADVANCED PARTS OF A SENTENCE	157
OPERATION 18: PROBLEMATIC SUBJECT/ VERB AGREEMENT	158
OPERATION 19: VERB TENSE	159
OPERATION 20: IRREGULAR VERBS	160
OPERATION 21: PRONOUNS, SPECIAL CASES	161
OPERATION 22: AMBIGUOUS PRONOUN REFERENCE	163
OPERATION 23: COMMONLY MISSPELLED WORDS	165
OPERATION 24: WRITING NUMBERS	166
OPERATION 25: ADVANCED GRAMMAR & WRITING REVIEW	168
OPERATION 26: ACTIVE VS. PASSIVE VOICE	169
OPERATION 27: CONSISTENT SUBJECT/VERB FORMS	170
OPERATION 28: GRAMMATICAL MOOD	172
OPERATION 29: COMBINING SENTENCES	174
OPERATION 30: MISPLACED MODIFIERS	176
OPERATION 31: PARALLEL STRUCTURE	177
OPERATION 32: CONCISE WRITING	178
COURSE COMPLETION	179
ABOUT THE AUTHOR	180

TOP SECRET

As an advanced recruit into the Fast Grammar program, you have access to this classified information. Please be aware that these training materials are for your eyes only.

As in Level 1 training, you will be part of an elite team of autocorrectors. Behind the scenes, without a user's awareness, you will be correcting mistakes. To serve in this critical role, you will have to master grammar so your corrections can be made in real time.

This Level 2 training regimen is for high school students who have learned basic grammar concepts and are ready to learn how to correct trickier errors. To add to the challenge, you'll be working with two new clients. Again, you should continue your literature and composition studies while working on Fast Grammar missions.

The four missions per operation are structured as they were in Level 1. They may be completed in one session or on four separate weekdays to reinforce the learning. Completing 1 of the 32 operations or 4 unit tests per week will contribute to an English credit for an academic school year (36 weeks).

Each operation begins with a Fast Facts section. Review the section and write examples or complete the exercises as indicated. You'll either review given examples on the next page or will find the solutions at the end of this training manual. Then you'll be ready to work with your clients in simulations being used to prepare you for real-time autocorrection.

- **In your first mission**, you will receive a text update from your client. Knowledge of your clients' intentions will allow you to make accurate corrections.
- **In the second mission**, you will receive a graphic to help you remember the difference between commonly confused words.
- **In the third mission**, you'll be asked to use what you've learned up to that point in your training to review the client's writing. Sometimes your review is structured like a college entrance exam.
- **In the fourth mission**, we'll ask you to correspond with your client and practice what you've learned.

While you're in training, you'll use a digital or physical highlighter to make corrections. The solutions to your missions are at the end of this manual. If you make mistakes, reread the Fast Facts section for that operation. At the end of each unit, your trainer will administer a test to assess your progress. (Tests & solutions are available as a free download at FunToLearnBooks.com/FastGrammar2).

Find extra practice exercises at
[FunToLearnBooks.com/
FastGrammar2](http://FunToLearnBooks.com/FastGrammar2)

At any point in your training, you can find more practice exercises at FunToLearnBooks.com/FastGrammar2. We also recommend applying what you're learning in each operation to your outside literature and writing assignments.

With your commitment to this training program, I am confident you will succeed and will soon join our ranks as a Fast Grammar autocorrector. Please don't hesitate to contact me if you need assistance in your training.

Kirk English

Training Director
info@FunToLearnBooks.com



OPERATION 3: INTERROGATIVE & DEMONSTRATIVE PRONOUNS

FAST FACTS

The five interrogative pronouns are used to ask questions.

1. They are *who*, *whom*, *what*, and *which*. The possessive pronoun *whose* may also be used as an interrogative pronoun. The answer to the question is the antecedent, but it may be unknown.

1a. *Who*, *whom*, and *whose* are used to ask questions about people.

1b. *What* and *which* are used to ask questions about people or things.

2. The suffix *-ever* may be added to interrogative pronouns to show surprise or confusion.

3. The demonstrative pronouns *this*, *that*, *these*, and *those* refer to specific nouns.

3a. *This* is used for something nearby, and *that* is used for something at a distance.

3b. *These* is the plural form of *this* and *those* is the plural form of *that*.

3c. Do not add *here* or *there* to a demonstrative pronoun and do not use *them* in place of *these* or *those*.

Write the rule number that each sentence in the chart below is an example of. The first one is done for you. When you are finished, turn the page to see if you were correct.

Rule Number	Example sentence
1a.	Who took my pen?
	This here is my pen. - incorrect
	Whatever did you think you were doing?
	This is the pen I've had since 7 th grade.
	Those are my shoes.

CLIENT Y

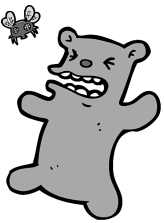

MISSION 1: We asked Client Y to text you about his week. Highlight the 10 INTERROGATIVE AND DEMONSTRATIVE PRONOUNS he used.



1. Thanks for your help last week. Now what is the next step?
2. This is the part of the program I don't understand.
3. Like who will take over for my autocorrector when he or she finishes Fast Grammar?
4. What is the privacy policy for my communication?
5. If my sister and I both have requests, whose is handled first?
6. That is what I need to know to feel comfortable.
7. And when does the program end?
8. Which of the grammar errors do you see most?
9. Whatever will I do if Fast Grammar cancels their program?
10. These are a few more questions I have for you.

MISSION 2: Review the grammar graphics below. We will respond to your client with the text messages that follow. Add the correct word from the graphics. Also choose from *lose/loose*.


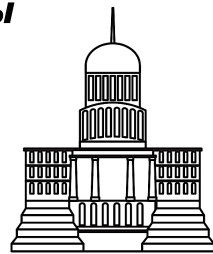
By vs. Buy

A bear by a fly.

A guy wanting to buy

Capital vs. Capitol

Al, whose name begins with a **capital** letter, lives in the **capital** city of Alabama.

Many **capitol** building domes are round like the **o** in the word.



1. When your autocorrector finishes training, you will not _____ our services.
2. To reassure you, we are not _____ with your personal information.
3. We have a strict privacy policy agreed to _____ your autocorrector.
4. When you _____ access to the Fast Grammar program, you aren't competing for help.
5. One thing your autocorrector will look for is proper nouns without _____ letters.

MISSION 3: Client Y created the poster on the left to advertise his business. Rewrite the copy correctly on the blank poster on the right.

<p>Its time to hire a professional.</p> <p>WHAT IF YOU HAD TIME TO FOCUS ON YOU'RE MOST PROFITABLE ACTIVITIES?</p> <p>You will when you hire MARKETING MENSAS' team.</p> <p>WHEN YOU BY OUR SERVICES, YOU BY MORE TIME.</p> <p>This here is your chance. Contact us today!</p> 	
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MISSION 4: Find a persuasive ad that correctly uses the word *buy* and write its text in the box below. We will share it with Client Y to reassure him he isn't alone in making errors.

Review the examples below. Then rewrite each sentence you wrote on the previous page using the opposite form of comparison. Use comparative if you wrote superlative and vice versa.

One- and Two-Syllable Comparisons

For one-syllable words ending in *-e*, simply add the rest of the suffix (*r* or *st*).

This is the nicest gym I've been in.

Use the word *better* or *best* for *good/well*.

It has a *better* layout than my last gym.

For two-syllable words ending in *-y*, change the *y* to *i* before adding the suffix.

I had my heaviest bench press ever yesterday.

For words ending in a consonant-vowel-consonant, double the consonant before adding the suffix. (Words ending in *-w* are an exception).

I think this is the fittest I've ever been.

Use the word *more* or *most* prior to irregular adjectives (*modern, handsome, boring*).

My new gym has *more modern* equipment than the last one.

Three- or More Syllable Comparisons

Add the word *more* or *most* prior to words with three or more syllables and to adverbs ending in *-ly*.

I've been doing *more challenging* workouts.

I've been working out *more regularly*.

Do not double the comparison. Use the suffix (*-er, -est*) or a word (*better, best, more, most*) but not both.

I'm feeling a lot *more better*. – incorrect

I'm feeling a lot *better*. – correct

Adjective/Adverb	Sentence
heavy	
good	
fit	
regularly	
challenging	

MISSION 3: Review the article on anxiety that your client submitted. Highlight necessary corrections to underlined words as indicated in the right column.

<p>In a stressful, uncertain world, managing anxiety has become an even <u>more essential</u> skill. I wanted some tips to manage my own worries, so I reached out to some local mental health experts. These were their top strategies.</p> <p>First, they recommended a healthy lifestyle. Regular exercise, a balanced diet, and <u>more better</u> sleep can decrease anxiety levels. Physical activity relieves muscle tension and helps us get to sleep. A healthy diet and a regular sleep schedule improve energy and productivity, giving us less to be anxious about.</p> <p>A second strategy experts mentioned was self-care. This category includes activities like spending <u>less time</u> reading or watching news; having a regular quiet time for meditation, prayer, or relaxation; and dedicating time to hobbies and activities that improve mood.</p> <p>A third strategy experts mentioned was social support. Talking about worries with trusted friends, family, or support groups decreases anxiety even if we don't get advise for specific problems.</p> <p>Finally, the experts I consulted recommended seeking professional help when anxiety becomes overwhelming. Therapists and counselors can teach <u>less effective</u> techniques such as cognitive-behavioral therapy (CBT) to address underlying thought patterns and develop effective coping mechanisms.</p> <p>While anxiety is even <u>more common</u> these days, these expert-recommended strategies offer a path to peace. By incorporating these techniques into our lives, we can regain control and find freedom from worry.</p>	<p>1. more essential a. NO CHANGE b. essentialer c. most essential</p> <p>2. more better a. NO CHANGE b. better c. betterer</p> <p>3. less time a. NO CHANGE b. less c. lesser</p> <p>4. advise a. NO CHANGE b. advice c. advises</p> <p>5. less effective a. NO CHANGE b. effective c. most</p> <p>6. more common a. NO CHANGE b. commoner c. most common</p>
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MISSION 4: In the text bubble below, use a comparison correctly to talk about how you manage stress or anxiety.

