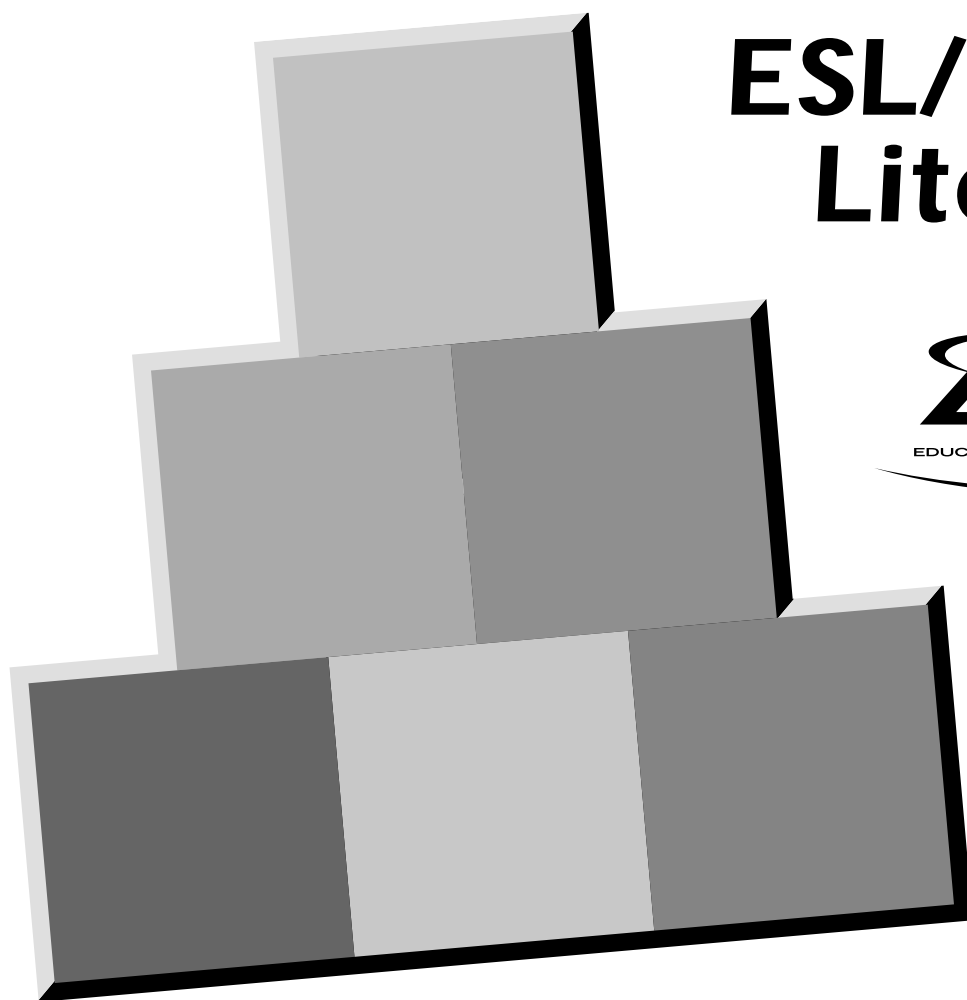


Real Software Solutions For Middle School Through Adult

REAL ACHIEVEMENT SOLUTIONS

ESL/Basic Literacy



From Educational Activities Software

Introduction

Welcome To Real Achievement

Real Achievement, from Educational Activities Software, provides six real solutions to develop skill competencies in older students and adults. Real Achievement is especially effective with students who have not experienced much success in traditional classroom settings. It was designed to take into account the specific characteristics of adolescent and adult learners.

Real Achievement's primary goal is to build the necessary basic and problem solving skills that these older students need to succeed in academic institutions or in the workplace. Students begin with basic skills, develop competency, and use these previously mastered skills to develop more complex ones. Mastery at each level provides the foundation for learning and potential success at the next level.

Real Achievement presents learners with a variety of instructional formats, including tutorials, simulations, video-based lessons, remediation, and authentic assessment tasks that appeal to all types of learners.

Real Achievement includes assessment and tutorials in a variety of curriculum areas, as well as a wealth of reproducible worksheets for follow-up and reinforcement. Several of the modules also include supplemental on-line Internet activities and resources that provide opportunities for real-world learning.

Accountability for teachers is provided through our easy-to-use universal management system, which tracks student progress and provides detailed information for each student in all the lessons. With simple keystrokes, information can be printed out or viewed on screen and includes time-on-task, raw scores and percentages for all lessons. The bookmarking feature ensures that students who do not complete a lesson return to the point at which they left off at their next session.

A Learning Styles Inventory program is included with Real Achievement. This researched-based program is easy to administer and use and provides educators with a student's preferred learning style(s), class composite of learning styles preference, comparison of individual students to class composites, and suggestions for instructional strategies to target instruction appropriately.

The Solutions bundles include:

- Reading Solution
- Language Arts Solution
- ESL/Basic Literacy Solution
- Math Solution
- Science Solution
- Workplace Solution

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The Real Achievement ESL/Basic Literacy Solution

Together, the complementary programs within the ESL/Basic Literacy Solution provide a unique solution for students who lack mastery of basic language, vocabulary, and grammar skills.

The programs include:

- Core Reading & Vocabulary Development
- Sound Sentences I
- Sound Sentences II
- ESL Renegades

With the ESL/Basic Literacy Solution you get a coordinated system of instructional software programs that provides a strong foundation in vocabulary, communicative language, and spelling.

Together, the programs in the ESL/Basic Literacy Solution serve a two-fold purpose. First, they provide functional and communicative experiences that serve learners' needs and help to develop all language skills (reading, writing, listening, and speaking). Second, it provides practice to reinforce the learning of discrete language skills (e.g., specific grammar points and vocabulary items).

The first instructional approach, survival or prevocational ESL, focuses on communicative language skills needed to find housing, read want ads, and use public transportation, and write effectively. It also develops reading, listening, and speaking skills by focusing on key aspects of spelling, vocabulary, comprehension, pronunciation, and proper syntax.

The second instructional approach covers key aspects of English grammar through repetition and practice. It provides continuous, constructive feedback. All learner answers, correct or incorrect, are accompanied by explanations of the correct answer. It helps learners to know where they excel and where they need more work in a particular area.

Scope & Sequence

A brief description and scope and sequence of each software program in the ESL/Basic Literacy Solution follows. Complete descriptions may be found in the teacher's guide for individual programs.

Core Reading & Vocabulary Development

Using a multi-sensory approach this program builds a foundation in vocabulary, spelling, and comprehension through integrated speaking, reading, and writing activities.

Interest Level: 5.0-Adult

 Recommended  Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
Pre-primer										
Primer										
Level 1										
Level 2										
Level 3										

Pre-Primer

● Recommended ◆ Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
Basic vocabulary	●	◆								
Cultural diversity exposure	●	◆								
Details	●	◆								
Left-to-right directionality	●	◆								
Listening skills: reading along	●	◆								
Sight word recognition	●	◆								
Spelling: copying, attention to detail and patterns, cloze technique, recognize correct spelling	●	◆								
Story line sequence	●	◆								
Writing: transpose questions into answers	●	◆								

Primer

● Recommended ◆ Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
General vocabulary	●	◆								
Cultural diversity exposure	●	◆								
Details	●	◆								
Guided reading	●	◆								
Guided writing: transcribe words into meaningful sentences	●	◆								
Left-to-right directionality	●	◆								
Listening skills: reading along	●	◆								
Sight word recognition	●	◆								
Spelling: copying, attention to detail and patterns, cloze technique, recognize correct spelling	●	◆								
Story line sequence	●	◆								
Writing: transpose questions into answers	●	◆								

Scope & Sequence

Level 1

● Recommended ◆ Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
Analogies	●	●◆								
General vocabulary	●	●◆								
Cultural diversity exposure	●	●◆								
Details	●	●◆								
Guided writing: transcribe words into meaningful sentences	●	●◆								
Models of syntax: use of conversational dialogue	●	●◆								
Recreational reading	●	●◆								
Sight word recognition	●	●◆								
Skimming and scanning a reading selection	●	●◆								
Spelling: copying, attention to detail and patterns, cloze technique, recognize correct spelling	●	●◆								
Story line sequence	●	●◆								
Sustained silent reading	●	●◆								
Writing: transpose questions into answers	●	●◆								

Level 2

● Recommended ◆ Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
Analogies		●	◆							
General vocabulary		●	◆							
Cultural diversity exposure		●	◆							
Details		●	◆							
Guided writing: transcribe words into meaningful sentences		●	◆							
Models of syntax: use of conversational dialogue		●	◆							
Recreational reading		●	◆							
Sight word recognition		●	◆							
Skimming and scanning a reading selection		●	◆							
Spelling: copying, attention to detail and patterns, cloze technique, recognize correct spelling		●	◆							
Story line sequence		●	◆							
Sustained silent reading		●	◆							
Thinking skills: literal, interpretive, and inferential levels		●	◆							
Writing: transpose questions into answers		●	◆							

Scope & Sequence

Level 3

● Recommended ◆ Review & Reinforcement

Literacy Level	PP-1.5	1.5-2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10-12/Adult
Analogies			●	◆						
General vocabulary			●	◆						
Cultural diversity exposure			●	◆						
Details			●	◆						
Fact and opinion			●	◆						
Guided writing: transcribe words into meaningful sentences			●	◆						
Models of syntax: use of conversational dialogue			●	◆						
Reading fluency and rate: phrase reading			●	◆						
Recreational reading			●	◆						
Sight word recognition			●	◆						
Skimming and scanning a reading selection			●	◆						
Spelling: copying, attention to detail and patterns, cloze technique, recognize correct spelling			●	◆						
Story line sequence			●	◆						
Sustained silent reading			●	◆						
Thinking skills: literal, interpretive, and inferential levels			●	◆						
Vocabulary: context clues (semantic, syntactic, and graphophonic)			●	◆						
Word attack			●	◆						
Writing: transpose questions into answers			●	◆						

Scope & Sequence

Sound Sentences I

This highly interactive program develops everyday language by immersing learners in reading, listening, and speaking activities.

- Supermarket
- Department Store
- Occupations Around Town
- The Office
- Going To The Doctor
- Emergency!
- Classroom Activities
- The Car And The Police Officer
- Where I Live
- A Trip To The Beach

Interest Level: 5.0-Adult

 Recommended  Review & Reinforcement

Literacy Level	Beginning	Intermediate	Advanced
Sound Sentences I			

All Units

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Auditory comprehension	●	●	●	◆	◆
Real-life situations	●	●	●	◆	◆
Reading, listening, and speaking skills	●	●	●	◆	◆
Search computer program for details and requested information	●	●	●	◆	◆
Sentence reconstruction: cloze procedure	●	●	●	◆	◆
Simple sentence structure	●	●	●	◆	◆
Vocabulary	●	●	●	◆	◆
Word Pronunciation	●	●	●	◆	◆

The Supermarket

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Duties of a cashier	●	●	●	◆	◆
Names and prices of food items	●	●	●	◆	◆
Standard measurement of weight	●	●	●	◆	◆

Department Store

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Compare the cost, fit, and quality of clothing	●	●	●	◆	◆
Duties of a sales clerk	●	●	●	◆	◆
Identify colors and names of clothing items	●	●	●	◆	◆
Returning items, refunds	●	●	●	◆	◆

Occupations Around Town

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
County money by twenties to one hundred	●	●	●	◆	◆
Identify locations of businesses	●	●	●	◆	◆
Occupations, job duties, and occupational equipment	●	●	●	◆	◆
Prepositions of place	●	●	●	◆	◆

Scope & Sequence

The Office

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Interpret clock time	●	●	●	◆	◆
Job duties of a secretary or office worker	●	●	●	◆	◆
Skills needed for secretary or office worker position	●	●	●	◆	◆

Going To The Doctor

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Duties of a doctor and a nurse	●	●	●	◆	◆
Interpret information: descriptions of illness symptoms, doctor's directions	●	●	●	◆	◆

Emergency!

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Key words associated with emergencies	●	●	●	◆	◆
Pertinent questions: who, what, where, when, etc.	●	●	●	◆	◆
Place an emergency call	●	●	●	◆	◆

Classroom Activities

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Classroom teaching and studying	●	●	●	◆	◆

The Car and the Police Officer

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Car maintenance problems	●	●	●	◆	◆
Driving regulations	●	●	●	◆	◆
Occupations: gas station attendant, mechanic, and police officer	●	●	●	◆	◆
Traffic tickets	●	●	●	◆	◆
Types of transportation	●	●	●	◆	◆

Where I Live

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Landforms	●	●	●	◆	◆
Types of communities	●	●	●	◆	◆
Weather	●	●	●	◆	◆

A Trip To The Beach

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Days of the week	●	●	●	◆	◆
Recreational activities	●	●	●	◆	◆
Sequence of events: past, present, future	●	●	●	◆	◆
Temporal words	●	●	●	◆	◆
Verb tenses	●	●	●	◆	◆

Scope & Sequence

Sound Sentences II

This highly interactive program develops everyday language by immersing learners in reading, listening, and speaking activities.

- Renting an Apartment
- The Bank
- The Dinner Guest
- Directions
- Learning To Drive
- Fast Food
- The Library
- Job Interview
- That Phone system!
- Meet Me in New York: Transportation

* For some of these skills, the vocabulary is taught in the program and reinforced through the off-screen activities.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	Beginning	Intermediate	Advanced
Sound Sentences II			

All Units

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Auditory comprehension	●	●	●	◆	◆
Real-life situations	●	●	●	◆	◆
Reading, listening, and speaking skills	●	●	●	◆	◆
Search computer program for details and requested information	●	●	●	◆	◆
Sentence reconstruction: cloze procedure	●	●	●	◆	◆
Simple sentence structure	●	●	●	◆	◆
Vocabulary	●	●	●	◆	◆
Word pronunciation	●	●	●	◆	◆

Renting An Apartment

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Ask for clarification	●	●	●	◆	◆
Classified ads and signs	●	●	●	◆	◆
Common household items	●	●	●	◆	◆
Lease and rental agreement	●	●	●	◆	◆
Types of housing	●	●	●	◆	◆

The Bank

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Recognize number words from oral cues	●	●	●	◆	◆
Request clarification	●	●	●	◆	◆
Savings and checking accounts	●	●	●	◆	◆
Using an ATM	●	●	●	◆	◆

Scope & Sequence

The Dinner Guest

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Cleanliness habits	●	●	●	◆	◆
Commands, requests, and responses	●	●	●	◆	◆
Dishwashing	●	●	●	◆	◆
Housekeeping	●	●	●	◆	◆
Manners	●	●	●	◆	◆
Meal preparation	●	●	●	◆	◆
Praise and appreciation	●	●	●	◆	◆
Table setting	●	●	●	◆	◆

Directions

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Appropriate language for information purposes	●	●	●	◆	◆
Ask for, give, or clarify oral directions	●	●	●	◆	◆
Read, interpret, and follow oral directions and a map	●	●	●	◆	◆

Learning To Drive

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Driving regulations	●	●	●	◆	◆
Getting a driver's license	●	●	●	◆	◆
Highway and traffic laws and signs	●	●	●	◆	◆
Interpret traffic information	●	●	●	◆	◆

Fast Food

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Ask for clarification and verify understanding	●	●	●	◆	◆
Compute costs	●	●	●	◆	◆
Food preparation and procedures	●	●	●	◆	◆
Job-related concepts and skills: learning from others and helping others	●	●	●	◆	◆
Job responsibilities	●	●	●	◆	◆
Keeping a job: behavior, dress attire, social interaction, attitudes, etc.	●	●	●	◆	◆
Menus	●	●	●	◆	◆
Problems with machines	●	●	●	◆	◆

Scope & Sequence

The Library

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Ask for clarification and information	●	●	●	◆	◆
Information resources, including the Internet	●	●	●	◆	◆
Library-related vocabulary	●	●	●	◆	◆
Read a map: locate sections of the library	●	●	●	◆	◆
Use library resources	●	●	●	◆	◆

The Job Interview

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Common occupations: Skills and education needed	●	●	●	◆	◆
Finding a job: using resources including the Internet	●	●	●	◆	◆
Interview: appointment, behavior, dress attire, questions and responses	●	●	●	◆	◆
Job ads and descriptions	●	●	●	◆	◆
Job application, resume, and letters	●	●	●	◆	◆
Job and computer-related skills	●	●	●	◆	◆
Salary and benefits	●	●	●	◆	◆

That Phone System!

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Describe symptoms of illness	●	●	●	◆	◆
Emergency numbers	●	●	●	◆	◆
Interpret recorded message on automated telephone response systems	●	●	●	◆	◆
Keeping medical and dental appointments	●	●	●	◆	◆
Locate and identify appropriate medical and health facilities	●	●	●	◆	◆
Request clarification	●	●	●	◆	◆

Meet Me In New York: Transportation

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced
Informational resources, including the Internet	●	●	●	◆	◆
Problem solving	●	●	●	◆	◆
Types of mass transportation	●	●	●	◆	◆

Scope & Sequence

ESL Renegades: Beginning, Intermediate, & Advanced

This highly interactive program develops everyday language by immersing learners in reading, listening, and speaking activities.

Interest Level: 5.0-Adult



Recommended



Review & Reinforcement

Literacy Level	Beginning	Intermediate	Advanced
ESL Renegades: Beginning w/ Spanish translations			
ESL Renegades: Intermediate			
ESL Renegades: Advanced			

ESL Renegades: Beginning w/ Spanish translations

● Recommended

◆ Review & Reinforcement

Literacy Level	Lower Beginning	Upper Beginning	Lower Intermediate	Upper Intermediate	Lower Advanced	Upper Advanced
Regular noun plurals, I (-s, -es)	●	●	◆	◆	◆	◆
No article with certain nouns	●	●	◆	◆	◆	◆
This, these	●	●	◆	◆	◆	◆
Regular noun plurals, II (-s, -es, -ies)	●	●	◆	◆	◆	◆
That, those	●	●	◆	◆	◆	◆
Contractions: pronouns and verbs	●	●	◆	◆	◆	◆
Possessive pronouns (its, your, their)	●	●	◆	◆	◆	◆
Articles ("a" and "an" with singular nouns)	●	●	◆	◆	◆	◆
Possessive of singular nouns	●	●	◆	◆	◆	◆
Prepositions of place, I (in, on, at)	●	●	◆	◆	◆	◆
Prepositions of time, I (in, at)	●	●	◆	◆	◆	◆
There is, there's, there are	●	●	◆	◆	◆	◆
Contractions: verbs + not	●	●	◆	◆	◆	◆
Irregular noun plurals, I	●	●	◆	◆	◆	◆
Possessive pronouns, I (mine, hers, ours)		●	◆	◆	◆	◆
Possessive pronouns, II (yours, theirs)		●	◆	◆	◆	◆
Simple present and present continuous tenses	●	●	◆	◆	◆	◆
Simple past tense (to be)	●	●	◆	◆	◆	◆
Indefinite articles with adjectives	●	●	◆	◆	◆	◆
Irregular noun plurals, II	●	●	◆	◆	◆	◆
Loose, lose	●	●	◆	◆	◆	◆
Correct use of "at"	●	●	◆	◆	◆	◆
Many, much	●	●	◆	◆	◆	◆
Possessive of regular plural nouns		●	◆	◆	◆	◆
Simple, past tense, I (regular verbs)	●	●	◆	◆	◆	◆
Prepositions of time (in, on)	●	●	◆	◆	◆	◆
Simple past tense, I (irregular verbs)	●	●	◆	◆	◆	◆
Possessive of nouns ending in -s	●	●	◆	◆	◆	◆
Comparative and superlative of adjectives	●	●	◆	◆	◆	◆
Terms of quantity and their plurals	●	●	◆	◆	◆	◆
Simple past tense, II (regular verbs)	●	●	◆	◆	◆	◆
Then, than	●	●	◆	◆	◆	◆
Simple past tense III (irregular verbs)	●	●	◆	◆	◆	◆
Comparison of adjectives	●	●	◆	◆	◆	◆
Good, well	●	●	◆	◆	◆	◆

Scope & Sequence

ESL Renegades: Intermediate

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Intermediate	Upper Intermediate	Lower Advanced	Upper Advanced
Adverbs of manner	●	●	◆	◆
Simple past tense, I (regular verbs)	●	●	◆	◆
Prepositions of time (in, on)	●	●	◆	◆
Regular noun plurals, III (-f, -fe, to -ves)	●	●	◆	◆
Simple past tense, I (irregular verbs)	●	●	◆	◆
Possessive of nouns ending in -s	●	●	◆	◆
Articles (a, an)	●	●	◆	◆
Doubling a consonant before -ing or -ed		●	◆	◆
Comparative and superlative of adjectives	●	●	◆	◆
Terms of quantity and their plurals	●	●	◆	◆
Try to (not "try and")	●	●	◆	◆
Double negatives, I (not/n't + no or nothing)	●	●	◆	◆
Simple past tense II (regular verbs)	●	●	◆	◆
Then, than	●	●	◆	◆
Simple past tense, III (irregular verbs)	●	●	◆	◆
Comparison of adjectives	●	●	◆	◆
Good, well	●	●	◆	◆
Double negatives, II (not/n't + nobody, no one)	●	●	◆	◆
A few, a little	●	●	◆	◆
Nouns used as adjectives: singular form	●	●	◆	◆
Better, best -- worse, worst	●	●	◆	◆
Past continuous tense	●	●	◆	◆
Whose, who's	●			
Make, do	●	●	◆	◆
Simple past tense, IV (irregular verbs)	●	●	◆	◆
Double negatives, III (alternative correction)	●	●	◆	◆
Present perfect continuous	●	●	◆	◆
For, since	●	●	◆	◆
Prepositions of time, III (in, on)	●	●	◆	◆
Superlative of adjectives	●	●	◆	◆
Passed, past	●	●	◆	◆
Agreement of subject and verb, I	●	●	◆	◆
Past participles, I (regular verbs)		●	◆	◆
Simple past tense V (irregular verbs)	●	●	◆	◆
Past participles, II (irregular verbs)	●	●	◆	◆
Comparisons (more or most, less and least)	●	●	◆	◆
Agreement of subject and verb, III (collective nouns)	●	●	◆	◆
Agreement of pronoun and antecedent	●	●	◆	◆

Scope & Sequence

ESL Renegades: Advanced

● Recommended ◆ Review & Reinforcement

Literacy Level	Lower Advanced	Upper Advanced
Simple past tense, IV (irregular verbs)	●	●
Double negatives, III (alternative correction)	●	●
Present perfect continuous	●	●
For, since	●	●
Prepositions of time, III (in, on)	●	●
Superlative of adjectives	●	●
Passed, past	●	●
Agreement of subject and verb, I	●	●
Less, fewer	●	●
Past participles, I (regular verbs)	●	●
Almost, most	●	●
Prepositions of place, II (in, on, at)	●	●
Simple past tense V (irregular verbs)	●	●
Past participles, II (irregular verbs)	●	●
Comparisons (more or most, less and least)	●	●
Double negatives, IV (barely, scarcely, hardly)	●	●
Ordinal numbers	●	●
Agreement of subject and verb, II (intervening phrase)	●	●
Agreement of subject and verb, III (collective nouns)	●	●
Verb plus infinitive or gerund	●	●
Different from (not "different than")	●	●
Agreement of pronoun and antecedent	●	●
Confusing word twins	●	●
Case of pronouns	●	●



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