

ACT Grammar Prep Learnstrong.net Video Lectures

Lecture 4: Pronouns:

1. Welcome to lecture 4 on pronouns
2. We did some basic introductory things in lecture 1 and 2... then in lecture 3 we reviewed ACT prep grammar knowledge for nouns...
3. Before we turn to our pronoun study however let's have a little more fun... as we promised...
 - a. Before there was an ACT... there was an SAT
 - b. It's fun to do a little research about the SAT... for example... what do those letters stand for?
 - c. That all depends on when you ask!
 - d. 1926: Scholastic Aptitude Test
 - i. Scholastic suggests academic
 - ii. Aptitude suggests talent... which suggests natural ability... like an IQ... this troubled a lot of people... so...
 - e. 1933: Scholastic Assessment Test
 - i. But doesn't assessment mean test?
 - ii. The Scholastic test test?...
 - f. 1997: SAT only means SAT... just like ACT only means now ACT... like KFC (look it up why KFC changed to that name!)
 - g. So... what's the difference between the ACT and the SAT?... good question... stay tuned!
 - h. I'm sharing this kind of intel with you so you can have a little laugh... we don't want this study to be that serious... because it's not that serious... so... let's turn to pronoun study...
4. Before we start a couple of reminders:
 - a. Don't worry about the why of these rules... especially about these pronoun rules
 - b. BIG suggestion:
 - i. Make up your OWN examples for EACH of the rules we study... try to memorize YOUR example so you KNOW it's right... (the power of a profane example is remarkable... why?... because you remember it AND you laugh!... try it... just keep it to yourself!)
 - c. This is the longest lecture so far... and the most complicated... lots of ideas to share... so...
 - i. take this lecture slow...
 - ii. take good notes... when you have had enough...
 - iii. take a break and come back to the lecture later... that's the beauty of a video...

- d. Remember our focus:
 - i. What is it?
 - ii. How does it work?
 - e. For example and just to review:
 - i. What's a gerund: a verb acting like a noun
 - ii. To swim: is the verb form of swim
 - iii. Swimming: is the noun form... using the ending of -ing...
swimming is fun: swimming is the subject/noun of the sentence
5. Let's turn to Pronouns and start with What is It?
- a. Always it's a Thing (as we talked about it before!)
 - b. It's often fuzzy or unclear... "Everyone is ready to die!"... wait... who is everyone?... which everyone?... not me!
 - c. A pronoun substitutes (takes the place of) a noun/thing
 - d. The thing the pronoun substitutes for is called an antecedent
 - e. Ante: that which comes before...
 - f. "Give me THAT"... that is a pronoun... you know it's a thing... until you know its antecedent (a water bottle)... it can be unclear... fuzzy
 - g. Question: In a classroom... is a sub ever as good as the actual teacher?... sometimes yes... sometimes... no... the same will be true of pronouns in English grammar...
 - h. So... let's take a deep breath... and get to work... if you start feeling overwhelmed... hit pause... go for a walk and then come back...
 - i. Let's go slowly and figure this stuff out together...
 - i. It is not that confusing...
 - ii. (notice I used a pronoun... It... just now...
 - iii. what's the antecedent?... it WHAT is not that confusing?...
 - iv. you know it's a thing...
 - v. of course the noun/subject/thing we are talking about is the study of Pronouns...
6. First question: WHY do we need these things?
- a. If they don't serve a purpose... then let's just forget about them!
 - b. Watch this: Jim walked out the door. Jim walked to Jim's truck. Jim turned on Jim's truck. Jim drove to Jim's work
 - c. Seriously??!!!
 - d. Pronouns help us so we don't have to have this terrible repetition... they help make our speaking and writing easier...
 - e. But sometimes they can cause MORE confusion than they help
 - f. There are probably more "silly" rules about the use of these pronouns than any other part of English grammar!
 - g. NOTE: the ACT people love to jack you up with questions about pronouns... so... let's figure this out and write a higher score!

7. The key with pronouns: choosing the CORRECT pronoun (most of the time we do!)
8. ACT will focus on possible pronoun mistakes: issues of not understanding pronoun:
 - a. Case
 - b. Person
 - c. Agreement
 - d. Unclear or vague reference
9. This study is designed to raise your ACT IQ (if we can use that term☺)
 - a. You will NEVER be asked to define ANY of the rules we are about to go over
 - b. ACT will give you a mistake in the USE of some of these rules and you have to know it's a mistake when you see/read it
 - c. You MUST develop an eye/ear for what 'sounds' right...
10. We will start with the Case of pronouns:
 - a. The Role each pronoun plays in a sentence
 - b. We will start with personal pronouns: he, she, him, we, us, you
 - c. Your ear works most of the time: NOT "Let I go", but "Let me go" (Unless you are into some Bob Marley Lyrics)
 - d. But sometimes it's not always this simple...
 - e. For example is it I or Me?... "Mikey is a better student than ____"
 - f. Is there a way to know what's right?... let's investigate...
11. Personal pronouns fall into 2 groups:
 - a. Group 1: Subject Pronouns:
 - i. The nominative case... "____ will go"
 - ii. I, You, he, she, we, they
 - b. Group 2: Object pronouns:
 - i. The objective case.... "give ____"
 - ii. Me, you, him, her, us, them
 - c. Take 10 minutes and MEMORIZE these two group lists... it will save you LOTS of heart-ache later... trust me on this!
12. The key: Subject pronouns (group 1) function differently from Object Pronouns (group2)
13. Case refers to the role/function of the two different groups.
14. Just a comment: If I lose you now going forward... stop and go back and hit rewind...
15. Subject Pronouns:
 - a. Name people, places, things
 - b. Or perform some kind of action
 - c. Examples: SHE is strange; It was HE who parked the truck... NOT him who parked the truck...

- d. Both She and He are the grammatical subjects of the two sentences...
 - e. Note: Who is strange? Who parked the truck?
 - f. The verbs in both sentences are forms of the verb To Be... or being verbs=linking verbs (is, was, were, has been, had been, will be)
 - g. These verbs are always paired with subject pronouns
16. Hear how it sounds WRONG: We like doing this...to develop our ear/eye...
- a. Me is
 - b. Him was
 - c. Her has been
 - d. Us will be
17. Hear it right:
- a. I was
 - b. He is
 - c. We were
 - d. The players on the team were (verb) Jim and I, she, he (these are predicate (more later) nominative (from the first group))
18. Question: can object pronouns EVER be the subject of a sentence?
- a. Hear how it's wrong:
 - b. Them are going to the mall
 - c. Her/Him and me drove to the mall... this is OKAY in informal grammar... but not in formal ACT grammar!
19. Object Pronouns: refer to people, places, things... ACTED upon
- a. Examples:
 - b. The truck carried THEM away
 - c. He asked HER to call HIM
20. Objects of the verb receive the action
- a. Examples:
 - b. Chris invited (verb) him (object of the verb) to the party
21. Object Pronouns are also used in prepositional phrases
- a. That is: phrases that begin with prepositions
 - b. A preposition: anything the squirrel can do to the log:
 - c. Over, under, through, in etc.
22. Let's hear some examples:
- a. Between you and ME
 - b. To Ashli and HIM
 - c. Among US women (I know that we women might sound right... but it's informall!)
 - d. From HER and HIM
 - e. With ME and You
 - f. More on prepositions later

23. Using pairs of personal prepositions
- Don't mix subject and object pronouns in the same phrase
 - Hear it wrong:
 - She and them went to the mall
 - They and her are gone
24. Question: what if you are not sure?
- Answer: If you know one pronoun is correct, pick from the same group of either subject or object pronouns
 - If you are not sure: substitute I (from Group 1: subject) or ME (from Group 2, object)
 - Let's practice:
 - Justin asked that (he,him) and (she,her) practice tennis
 - Substitute ME into one of them:
 - Justin asked that me practice tennis... that's clearly wrong!
 - If "I" is correct than that's group #1: So he and she practice tennis
25. Pairing a noun and a pronoun:
- Josh and I
 - My dog and Me
 - He and Steve
 - Them and my friends
 - Choose the pronoun as though the noun didn't exist (ignore the noun):
 - Example: The coach and (she, her) argued about playing time.
 - Clearly the pronoun is a subject... Ignoring the noun coach... just listen... trust your ear:
 - Does "her argued about playing time" sound right?... No.
26. If the noun/pronoun pair is the object of a preposition:
- Study this example: A bond developed between Joe and (I, Me)?
 - Switch the order of the noun/pronoun:
 - A bond developed between me and Joe... NOT I and Joe
27. Using pronouns in comparisons:
- Using THAN or AS complete the comparison using the verb that would follow naturally:
 - Steve swims faster than (she or her)...
 - Learn to read it like this: Steve swims faster than ____ swims
 - It's obvious it's she swims and not her swims
 - This SHE pronoun comes from group#1 (subject pronoun)
 - Watch another example: My sister has bigger hands than (I or me)
 - But learn to read it like this: My sister has bigger hands than ____ do. (Then it's obviously than I do)
 - One more time: Ayni is as tough as he (is)... note: not him because 'him is' sounds wrong!

28. Noun/Pronoun combinations:
- When a pronoun appears side by side with a noun (we girls; us men)
 - Just delete the noun
 - (We,Us) seniors decided to skip prom.
 - Just delete the word seniors and what is it?
 - We decided to skip prom... us seniors does not sound right
 - Let's try again: An award was presented to (we, us) seniors by the teachers.
 - Remove the noun seniors and you have it... Presented to us... present to we sounds wrong
29. Let's practice:
- The key is NOT to get it right: The What is It? Part
 - But to know WHY you got it right: The HOW Does it Work? Part
 - Keep doing it till it makes sense (till it sounds right)
 - Joe took my Aunt and (I, me) to the show... (I,me receives the action: Group 2, object pronoun... so it's me)
 - We hoped that Stacy and David would be there, and sure enough, we saw (she,her) and (he,him) sitting in the front... (ignore all the stuff at the beginning... we saw Stacy and David... they receive the action... it's a group 2 object pronoun... her and him)
 - After the movie, David asked my aunt and (I,me) to go out... David asked I?... No... David asked me?... yes... notice who received the action
 - Between you and (I,me) the move was terrible... between is a preposition (what a squirrel can do to the log)... You and me is the object of the preposition... between...
 - Mikey is a better student than (I, me)... finish with the verb again... Mikey is a better student than I am... not me am...
30. Okay... are you with me so far?
- Let's review:
 - Case is the role pronouns play
 - Subject pronouns: can you name them?:
 - I, You, he, she, we, they
 - These are the nominative case: "_____ will go"
 - These pronouns name things: She is beautiful... NOT her is beautiful... He failed the test... NOT Him failed the text
 - Object pronouns: can you name them?
 - Me, you, him, her, us, them
 - These are the objective case: "give _____"
 - These pronouns receive the action: John asked her... NOT John asked she...

- e. Prepositional Phrases: Object pronouns!
 - i. Between you and me (NOT you and I)
 - ii. Among us seniors (NOT we seniors)
 - iii. From him and her (NOT from he and she)
- f. Don't mix subject and object pronouns (Like she and them)
- g. When pairing a noun and pronoun ignore the noun:
 - i. The teacher and (I, me) argued = I argued (NOT me argued)
- h. In comparisons use the verb again:
 - i. Steve runs faster than (I, me) = Steve runs faster than I run
- i. Noun, Pronoun combinations: delete the nouns
 - i. (We, Us) seniors decided = We decided
- 31. Wow... that's a lot of information to digest...
 - a. take a break and then come back to review
 - b. Can you see the two lists of subject and object pronouns on the whiteboard of your mind?
 - c. Now we can finish up our study of pronouns
- 32. Pronoun "Person"
 - a. Have you noticed:
 - i. We talk most often about our self (singular)
 - ii. Or another single person (singular)
 - iii. Or a group of people (plural)
 - b. To keep these straight and not fuzzy or unclear we use personal pronouns
- 33. The Three types of Personal Pronouns:
 - a. First Person Pronouns:
 - i. I, we, me, us, mine, our, ours
 - ii. Refer to the speaker(s) or writer(s)
 - b. Second Person Pronouns:
 - i. You, your, yours
 - ii. Refer to the reader or listener
 - iii. Can be either singular or plural
 - c. Third Person Pronouns:
 - i. She, he, it, one, they, him, her, them, his, her, hers, its, their, theirs
 - ii. Refer to people and things written or spoken about
 - iii. Can be either singular or plural
 - iv. This group also includes indefinite pronouns such as: all, any, anyone, each, none, nothing, one, several, many, etc...
- 34. The KEY:
 - a. Make sure that pronouns agree with their antecedent in number and person
 - b. Hearing it wrong can be good practice:

- c. Don't confuse ONE and YOU: The more one watches TV, the lazier you get
 - d. The rules for using ONE are flexible:
 - i. Formal: one must consider one's ability to drive.
 - ii. Less Formal: One must consider his/her ability to drive.
35. Pronoun/antecedent agreement in number and gender:
- a. Pronouns and antecedents should agree:
 - i. In number (singular/plural)
 - ii. In gender (male/female)
 - b. This is a MAJOR difference between ACT prep and how we normally talk... You MUST just learn the rules to improve your ACT score!
 - c. Can you Hear/See the error?
 - i. Everybody (singular) forgot their (plural) homework.
 - ii. Anybody (singular) can go if they (plural) have a ticket.
 - iii. Neither (singular) coach plans to play their (plural) players.
 - iv. If someone (singular) is late, they (plural) will be punished.
 - d. Why this problem?
 - i. Some pronouns sound plural when they are actually singular:
 - ii. Neither, everybody, everyone, nobody, no one, somebody, anybody, anyone
 - iii. Note... body is singular... bodies are plural... one is singular... not plural or many...
 - iv. You MUST train yourself to SEE/HEAR this rule
 - e. Hear it wrong:
 - i. Instead of "Everybody forgot their homework"
 - ii. Hear: "Each student forgot their homework"
 - iii. And know that both of these are wrong
 - iv. Instead we can say:
 - 1. Students forgot their (plural) homework
 - 2. Everybody... every student... forgot his or her homework
 - f. A comment about "His or Her":
 - i. It's considered formal and awkward
 - ii. Try to rewrite to say: All the students forgot their homework.
 - g. ACT Tip: when you see ANY of these 'special' pronouns take note... there's probably an error coming!!! Try to see/hear it right away
 - h. A question: what about collective nouns?
 - i. Jury, family, class, etc.
 - ii. It depends on context
 - iii. Examples:

1. "The jury (singular) will render its (singular pronoun) verdict"
 2. "The jury (plural) will return to their (plural pronoun) homes after the verdict."
 3. "The senior class had their (plural) portraits taken."
 4. "After the funeral the family thanked everyone who had sent them (Plural) sympathy cards."
36. Let's pause for a second and review:
- a. Hear it wrong: "The teacher said everyone (singular) in the class must turn in their (plural) homework"... can you hear/see it wrong?
 - b. Hear it right: "The library put its collection of rare books on display"... note: not... their collection... library is a collective noun
 - c. Hear it wrong: "Each of my brothers owns their own car"... each is singular... so the pronoun MUST be singular... owns his own car
 - d. Hear it right: "Everyone is entitled to his or her own opinion"... not... entitled to their own... since everyone is singular
37. Let's turn to Pronoun references...
- a. The BIG... ACT challenge...
 - b. The KEY... knowing the antecedent (the thing that comes before... ante)
 - c. There are 3 keys:
 - i. Each pronoun can only refer to ONE antecedent: "The teacher, Mr. McGee, told Steve it was his job to collect the papers."... whose job?... the teacher or Steve?
 - ii. Be careful with sentences that contain two or more pronouns: "Steve became a good friend of Dave's after he helped him repair his car."... whose car needing fixing?
 - iii. Watch out for words or phrases that may be mistaken for the antecedent: "Dave was taken fishing by his father when he was ten."... who was ten?... Dave or his father?
 - d. Clear meaning depends on pronouns that refer unmistakably to particular nouns or other pronouns.
 - e. Pronouns sometimes can refer not to single word antecedents, but to a phrase or an entire clause:
 - i. "The storm named Katrina washed the bridge out, which made it impossible to get to town." ... "it" refers to the clause "The storm named Katrina washed the bridge out"...
 - ii. Hear/see the problem: "Homeless people allege that the mayor is indifferent to their plight, which has been disproved."... what has been disproved?... that people made an allegation?... or that the mayor is indifferent?

- iii. The best solution is to rewrite the sentence to make meaning clear.
 - f. Final thoughts on these pronouns:
 - i. This is the hardest stuff because we talk this way so much
 - ii. “A person can easily lose their joy.”
 - iii. It does NOT sound wrong!
 - iv. ACT LOVES to throw these problems at you and see if you actually understanding the rules... so... learn them!
38. Let’s talk about silly rules...
- a. Sorry to the grammarians watching... but we now hit some really silly rules... let’s just call it what it is...
 - b. The idea behind proper pronoun rules is so we have proper understanding... and the reality is that sometimes pronoun rules create MORE confusion than not
 - c. For example... does it REALLY matter whether you say... To who/whom are you giving the books?... either way... there is NO WAY there is any confusion about the actual meaning of the sentence!
 - d. BUT... ACT does not CARE what you think about the silly rules of grammar... they want you to prove that you are properly prepared for their test... so... let’s prepare!
39. Other types of Pronouns:
- a. Up to this point: ordinary, everyday personal pronouns
 - b. Now we turn to 5 other types of Pronouns... ACT loves to ask questions about your understanding of these...
 - c. So listen up and take good notes... if something doesn’t make sense... rewind and study some more...
40. Possessive Pronouns:
- a. My, mine, his, her, hers, your, yours, our, ours, their, theirs
 - b. Indicate ownership (possession = Possessive Pronouns)
 - c. As in: My truck, his house, their party
 - d. They are in the possessive case and always answer the question: “Whose?”
 - e. Unlike possessive nouns, possessive pronouns are NEVER spelled with an apostrophe
 - f. You NEVER write: Her’s, their’s, your’s
 - g. Don’t confuse it’s = it is... but you never do its’
41. Use a possessive pronoun before a gerund (a noun with -ing being a verb = “to swim” and “swimming is fun”
- a. “Her asking the question shows she’s smart.”... NOT “She asking the question shows she’s smart.”

- b. “Mother was upset about your (NOT you) opening (a gerund) the presents too soon.”
 - c. Not all -ing nouns are gerunds
 - i. Sometimes just a noun = thing, ring, spring
 - ii. Other times = -ing words are verbs... what we call participles and they modify pronouns in the objective case (more about participles later)
 - iii. Watch closely: “I hope you don’t mind my intruding on your conversation”... here... intruding is a gerund
 - iv. “I hope you don’t mind me intruding on your conversation.”... here... intruding is a verb... a participle
 - v. Again... more about participles later when we study verbs
 - d. Just to remind: You DON’T need to understand the more silly of these rules... you just need to know ACT will test your knowledge of them!!!
42. Here’s another silly pronoun rule where either way the meaning is clear... Relative pronouns
- a. These refer to other nouns/pronouns
 - b. Which, that, who, whom, whose, what
 - c. The problem of That versus Which
 - d. “Those are the dishes that I washed this morning.” ... The pronoun THAT refers to dishes
 - e. We use THAT when the subsequent words define or describe something essential to the meaning of the sentence
 - f. “Those are the dishes that need to be put away.”
 - g. Use WHICH if the words that follow give information that isn’t crucial to the meaning of the sentence
 - h. “Those dishes, which once belonged to my grandmother, need to be put away.”
 - i. NOTE: the words that come AFTER relative pronouns are called relative clauses... relative pronouns introduce relative clauses
 - j. This is a BIG deal for ACT: commas precede relative clauses starting with “Which” but NOT before relative clauses starting with “That”...
 - k. By the way: old school language:
 - i. Restrictive clauses= THAT clauses= NO comma
 - ii. Non-restrictive clauses= WHICH clauses = USE commas
 - l. Let’s study examples so this is clear:
 - i. “The store that sold used bikes went out of business”... we use THAT because this is essential or restrictive and important to understanding the sentence’s meaning... NOTE: NO commas!

- ii. “Steve’s backpack, which he takes to school, disappeared.”... we use WHICH because this is nonessential information... NOTE: the use of commas to set off the clause... (The sentence would make sense without that stuff inside the commas!)
 - m. Of course: some of this could be argued... WHO decides what information is essential or important and what information is not?
 - n. Don’t worry... usually on the ACT you will be able to pick out the right answer from the “Mistake” shown
 - o. THIS is why you want to practice some sample ACT questions. When you do... it’s NOT about just getting the answers right... but understanding why the right answer IS the right answer!
 - p. One more thing: In informal speech/writing we leave OUT relative pronouns all the time
 - i. “The truck (that) Steve drives is gone”... You can easily leave out the word ‘that’ and meaning is clear
 - ii. “The guests, (whom) we expected, finally arrived.”... you can easily leave out the word “whom” and still the meaning is clear
 - q. BUT... on the ACT this is formal writing so look FOR the mistake of leaving OUT the relative pronoun!!!
43. What about who or whom?
- a. This rule is actually starting to fall out of distinction even by some academics... they see it as arcane or old fashioned
 - b. But we want to learn it and know it for preparing for the ACT
 - c. It’s actually NOT that complicated
 - d. Use the relative pronoun WHO as the grammatical subject (thing) of a sentence or as a pronoun that stands for the subject.
 - e. Example: “Who (subject) ordered the pizza?”
 - f. Example: “That (subject) is the woman who (subject stand in) ordered it.
 - g. Use the relative pronoun WHOM following a preposition (what a squirrel can do to the log: in, through, to...) or when it functions as the object of the verb
 - h. Example: “To (preposition) whom should the truck be given?”
 - i. Example: “The police found (verb) the thief whom (object of the verb) they had been seeking.”
 - j. One last point: simple question: Is the pronoun performing an action?... if so... then use WHO
 - k. If the pronoun is being acted upon... use WHOM
 - l. ALSO: depend on prepositions: always followed by whom...

- m. As in: with whom... in whom... before whom... around whom...
between whom... to whom...
 - n. Finally: while it's a silly distinction (either way understanding is clear no matter which word gets used... who or whom)... ACT will expect you to know the difference so train yourself to look for it!
44. Let's look at another silly distinction/rule: Who, That or Which?
- a. Use WHO, WHOM to refer to people
 - b. Use THAT to refer to things, animals and people...BUT use WHO when referring to a specific person
 - c. Example: "This is Corporal Smith, who fought in the war."
 - d. WHO or THAT may be used for more general references
 - e. Example: "Those are the seniors who/that skipped school."... either one works...
 - f. Use WHICH to refer to things and nonhuman creatures, but NEVER to people.
 - g. Review: who=people; that=things, which=things and nonhumans
 - h. Once more: this is where you pick up ACT points. The ONLY way you would know these kind of silly rules is to study them BEFORE you took the ACT!
45. Reflexive Pronouns: always end with -self (singular) or -selves (plural)
- a. First Person: myself/ourselves
 - b. Second Person: yourself/yourselves
 - c. Third Person: herself, himself, itself, themselves
 - d. Example: "We will be going to the city by ourselves"... the Reflexive pronoun ourselves refers to we: the grammatical subject
 - e. NOTE: Reflexive pronouns CAN'T be subjects...
 - f. Hear it wrong: "Myself write every word of the paper"
 - g. Hear it correct: "I (subject) wrote every word of the paper by myself."
 - h. Reflexive pronouns CAN'T be object pronouns:
 - i. Hear it wrong: "Steve gave letters to Joe and myself"
 - j. Hear it correct: "Steve gave letters to Joe and me."
46. Interrogative Pronouns:
- a. Question pronouns: what, who, which, whom, whose, when, where, why, how
 - b. What are you doing?
 - c. Who are you?
 - d. Which is best?
 - e. Whom must I ask? (receives the action... therefore... whom!)
 - f. NOTE: some interrogative pronouns are also relative pronouns... but when used like that they serve a different function...

47. Demonstrative pronouns: pointing pronouns (like arrows)
- a. This, these, that, those
 - b. Point to nouns, phrases, clauses, whole sentences
 - c. THIS: points to an object close by in space: This pen; this year; this idea...
 - d. THAT: points to distant objects: That star; that time, that theory...
 - e. Be sure demonstratives point to clear antecedents...
 - f. Example: "We went to the school, and played games, and came home very late. This bothered me!"... question... what bothered me? Be clear!
48. Final thoughts:
- a. Wow!... that's a flood of information
 - b. For the serious student who wants to improve ACT scores
 - i. Go back and watch the lecture again SEVERAL times
 - ii. Review your notes RIGHT before taking the ACT
 - iii. Go on a treasure hunt looking for examples of mistakes (DON'T point them out = a grammar snob) but try to hear/see them
 - iv. Example: "Everyone got their chance."... NO... Everyone is singular (one is one... singular)
 - v. Look for examples when people do it right (it's a way to know that someone is well educated.)
 - vi. Own these rules and you WILL write a higher ACT score... no question... and when you meet the mistake on the test you can smile to know that you got it right ONLY because you studied it!... that's a great feeling...
49. So we have finished with the first part of a sentence... some THING... now it's time to turn to the DOING Something part... we call that the verb... see you for lecture 5...