

WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

Instructor: Let's do a quick review of some of your definitions. What does a noun do?

Student: A noun names a person, place, thing, or idea.

Instructor: What does a pronoun do?

Student: A pronoun takes the place of a noun.

Instructor: What does a verb do?

Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.

Instructor: List the state-of-being verbs for me.

Student: Am, is, are, was, were, be, being, been.

Instructor: List the helping verbs for me.

Student: Am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could.

Instructor: Read me the definition of a sentence.

Student: A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.

Instructor: Repeat these sentences after me: I sing.

Student: I sing.

Instructor: I eat.

Student: I eat.

Instructor: I learn.

Student: I learn.

Instructor: Each one of those sentences tells about something I am doing in the present—right now. Give me some other two-word sentences explaining what you are doing right now, in the present.

Student: I [Answers will vary: sit, study, look, read, breathe].

Note to Instructor: If student uses *I am sitting*, *I am studying*, or a similar form, remind her that she can only use two words.

Instructor: You have learned that verbs do four things—show action, show state of being, link two words together, or help other verbs. But while verbs are doing these four things, they also give us information about *when* these things are happening. In your sentences, everything is happening right now—in the present. A verb can show present time, past time, or future time.

In grammar, we call the time a verb is showing its **tense**. *Tense* means “time.” Repeat after me: **A verb in the present tense tells about something that happens in the present.**

Student: A verb in the present tense tells about something that happens in the present.

Instructor: I might sing today, but yesterday, I sang. Repeat these sentences after me: Yesterday, I ate.

Student: Yesterday, I ate.

Instructor: Yesterday, I learned.

Student: Yesterday, I learned.

Instructor: Each one of those sentences tells about something I did on a day that has passed—yesterday. Give me some other two-word sentences explaining what you did yesterday.

Student: I [Answers will vary: sat, studied, looked, read, breathed].

Note to Instructor: If student uses *I was sitting*, *I was studying*, or a similar form, remind her that she can only use two words.

Instructor: Repeat after me: **A verb in the past tense tells about something that happened in the past.**

Student: A verb in the past tense tells about something that happened in the past.

Instructor: I might sing again tomorrow. Repeat these sentences after me: Tomorrow, I will sing.

Student: Tomorrow, I will sing.

Instructor: Tomorrow, I will eat.

Student: Tomorrow, I will eat.

Instructor: Tomorrow, I will learn.

Student: Tomorrow, I will learn.

Instructor: Each one of those sentences tells about something I will do in the future. Give me some other three-word sentences explaining what you will do tomorrow.

Student: I [Answers will vary: will sit, will study, will look, will read, will breathe.]

Note to Instructor: If student uses *I will be sitting*, *I will be studying*, or a similar form, remind her that she can only use three words in her sentence.

Instructor: Repeat after me: **A verb in the future tense tells about something that will happen in the future.**

Student: A verb in the future tense tells about something that will happen in the future.

Instructor: In English, we have three tenses—past, present, and future. The verbs we’ve been using are in the **simple past**, **simple present**, and **simple future**. There are more complicated forms of past, present, and future, but we will talk about those another time. Right now, look at Exercise 13A. Fill in the missing tenses of each verb.

Note to Instructor: Give the student all necessary help in filling out this chart. The student may find it helpful to say the subject out loud with each form of the verb: *I will grab. I grab. I grabbed.*

Instructor: Look at the verbs in the *simple future* column. What did you add to each one?

Student: Will.

Instructor: We **form the simple future by adding the helping verb *will* in front of the simple present.** Now look at the verbs in the *simple past* column. What two letters did you add to each one?

Student: -Ed.

Instructor: **-Ed is a suffix. A suffix is one or more letters added to the end of a word to change its meaning.** Repeat that definition now.

Student: A suffix is one or more letters added to the end of a word to change its meaning.

Instructor: When you add the suffix *-ed* to the end of a verb, it changes the verb from simple present to simple past tense. That changes the meaning of the verb. Now read me the rules for forming the simple past of regular verbs. (Some verbs are *irregular* and don't follow these rules. You'll study the most common irregular verbs later.)

Student: To form the past tense, add -ed to the basic verb.

sharpen-sharpened
utter-uttered

If the basic verb ends in -e already, only add -d.

rumble-rumbled
shade-shaded

If the verb ends in a short vowel sound and a consonant, double the consonant and add -ed.

scam-scammed
thud-thudded

If the verb ends in -y following a consonant, change the y to i and add -ed.

cry-cried
try-tried

Instructor: Complete the remaining exercises in your workbook now.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Instructor: In the last lesson, you learned about simple tenses—ways a verb changes to show you whether it is happening in the past, present, or future. Repeat after me: I study, I studied, I will study.

Student: I study, I studied, I will study.

Instructor: Is the verb *study* past, present, or future?

Student: Present.

Instructor: A verb in the present tense tells about something that happens in the present. Is the verb *will study* in the past, present, or future?

Student: Future.

Instructor: A verb in the future tense tells about something that will happen in the future. Is the verb *studied* in the past, present, or future?

Student: Past.

Instructor: A verb in the past tense tells about something that happened in the past. Look at the verb *study* in your workbook. What did we add to it to make it future?

Student: Will.

Instructor: What did we add to it to make it past?

Student: The suffix -ed.

Instructor: Read me the rules for forming the simple past.

Student: To form the past tense, add -ed to the basic verb. If the basic verb ends in -e already, only add -d. If the verb ends in a short vowel sound and a consonant, double the consonant and add -ed. If the verb ends in -y following a consonant, change the y to i and add -ed.

Instructor: Complete Exercise 14A now.

Instructor: Verbs in the simple past, simple present, and simple future simply tell you when something happened. But these simple tenses are *so* simple that they don't give you any more information. If I say, *I cried*, I might mean that I shed a single tear. Or I might mean that I wept and wept and wept for hours. Today we're going to learn about three more tenses. They are called the **progressive past**, **progressive present**, and **progressive future**. Read me the next two sentences.

Student: Yesterday, I cried. I was crying for a long time.

Instructor: The verb *was crying* is progressive past. It tells you that the crying went on for a while in the past. Read me the next two sentences.

Student: Today, I learn. I am learning my grammar.

Instructor: The verb *am learning* is progressive present. It tells you that the learning is progressing on for some time today. Read me the next two sentences.

Student: Tomorrow, I will celebrate. I will be celebrating all afternoon.

Instructor: The verb *will be celebrating* is progressive future. It tells you that the celebration will go on for more than just a minute. Now read me the definition of a progressive verb.

*Student: A **progressive verb describes an ongoing or continuous action.***

Instructor: Look at the list of progressive verbs in Exercise 14B. Each one of those progressive verbs has the same suffix, or ending. What is it?

Student: The ending -ing.

Instructor: Circle the ending of each verb. Then, underline the helping verbs that come in front of each verb.

Instructor: To form a progressive tense, you add helping verbs and the suffix *-ing*. Repeat after me:
The progressive past tense uses the helping verbs *was* and *were*.

Student: The progressive past tense uses the helping verbs was and were.

Instructor: **The progressive present tense uses the helping verbs *am*, *is*, and *are*.**

Student: The progressive present tense uses the helping verbs am, is, and are.

Instructor: **The progressive future tense uses the helping verb *will be*.**

Student: The progressive future tense uses the helping verb will be.

Instructor: There are two spelling rules you should keep in mind when you add *-ing* to a verb. Read them out loud, along with the examples.

Student: If the verb ends in a short vowel sound and a consonant, double the consonant and add -ing.

skip–skipping
drum–drumming

If the verb ends in a long vowel sound plus a consonant and an -e, drop the e and add -ing.

smile–smiling
trade–trading

Instructor: Complete the remaining exercises now.

— LESSON 15 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses Perfect Present, Perfect Past, and Perfect Future Tenses

Instructor: This week, we have learned about tenses—verb forms that tell us when actions take place. We have also learned about two different kinds of tenses—simple and progressive. A simple tense *simply* tells us when an action takes place. But a progressive tense tells us when an action takes place—and that the action lasted for a while. Read me the first definition in your workbook.

Student: A progressive verb describes an ongoing or continuous action.

Instructor: Read me the next sentence.

Student: Yesterday, I was studying tenses.

Instructor: The verb *was studying* is progressive past. It tells you that the studying went on for a while in the past. Read me the second sentence.

Student: Today, I am studying tenses.

Instructor: The verb *am studying* is progressive present. It tells you that the studying is still progressing for some time today. Read me the third sentence.

Student: Tomorrow, I will be studying something else!

Instructor: The verb *will be studying* is progressive future. It tells you that the studying will still be progressing for some time tomorrow. But will you be studying about tenses?

Student: No!

Instructor: You've learned about simple and progressive tenses. Today, we will be studying the third kind of tense. Read me the imaginary news bulletin in your workbook.

Student: NEWS BULLETIN! A diamond theft occurred at the National Museum yesterday. The thief had already fled the scene when a security guard discovered that the diamond was missing.

Instructor: When did the theft occur?

Student: Yesterday.

Instructor: The verb *occurred* is simple past. It just tells that sometime yesterday, the theft occurred. What did the security guard do?

Student: He discovered that the diamond was missing.

Instructor: What tense is the verb *discovered* in?

Student: Simple past.

Instructor: What happened *before* the security guard discovered the missing diamond?

Student: The thief fled.

Instructor: By the time the security guard discovered the theft, the thief was finished fleeing. But was the diamond still missing?

Student: Yes.

Instructor: *Discovered* is the simple past. *Was missing* is the progressive past—the missing was going on yesterday, and it is still going on today. But *had fled* is the third kind of tense: the **perfect tense**. Repeat after me: **A perfect verb describes an action which has been completed before another action takes place.**

Student: A perfect verb describes an action which has been completed before another action takes place.

Instructor: The thief had completed his fleeing before the security guard discovered the theft. Read me the next three sentences.

Student: I practiced my piano. I was practicing my piano all day yesterday. I had practiced my piano before I went to bed.

Instructor: The first sentence is in the simple past. You simply practiced. The second sentence is in the progressive past. The practicing went on for some time. The third sentence is in the perfect past. You finished practicing the piano—and *then* you went to bed. There are three perfect tenses—just like there are three simple tenses and three progressive tenses. They are perfect present, perfect past, and perfect future. Look at the chart in your workbook and read me the three sentences underneath *perfect past*.

Student: I had practiced yesterday. I had eaten before bed. I had seen the movie a week ago.

Instructor: Each one of those actions was finished in the past before something else happened. Repeat after me: **Perfect past verbs describe an action that was finished in the past before another action began.**

Student: Perfect past verbs describe an action that was finished in the past before another action began.

Instructor: You usually form the perfect past with the helping verb *had*. Now read me the three sentences underneath *perfect present*.

Student: I have practiced. I have eaten already. I have seen the movie once.

Instructor: Each one of those actions was finished in the past, but we don't know exactly when—just that they're finished *now*. Repeat after me: **Perfect present verbs describe an action that was completed before the present moment.**

Student: Perfect present verbs describe an action that was completed before the present moment.

Instructor: You usually form the perfect present with the helping verbs *have* and *has*. Read me the three sentences underneath *perfect future*.

Student: I will have practiced tomorrow. I will have eaten by bedtime tomorrow. I will have seen the movie before it leaves the theater.

Instructor: Those actions haven't even happened yet—but they will be finished, in the future, before something else happens. Repeat after me: **Perfect future verbs describe an action that will be finished in the future before another action begins.**

Student: Perfect future verbs describe an action that will be finished in the future before another action begins.

Instructor: You should use the helping verbs *will have* for the perfect future. Complete your exercises now.

— LESSON 16 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses Perfect Present, Perfect Past, and Perfect Future Tenses Irregular Verbs

Instructor: Read the first line of verbs in your workbook now.

Student: Go, run, are, know, make.

Instructor: These are some of the most common and frequently used verbs in English. And because English speakers have used them *so* often, something weird has happened to them. Read the second list of verbs, making each word two syllables.

Student: Go-ed, run-ned, ar-ed, know-ed, mak-ed.

Instructor: That should sound very strange to you. But that's what these verbs would sound like if they formed the simple past by adding *-ed*, like most other verbs. The suffix would make each word two syllables long—and for common verbs, that's too long! Here's what you should remember about people: We're lazy and in a hurry at the same time. It takes more time and effort to say two syllables than to say one. That's why names like Robert and Michael and Christopher usually get shrunk down to Bob, Mike, and Chris—and that's why each one of these common verbs has gotten reduced down to a quick one-syllable version of itself. Read those one-syllable versions now.

Student: Went, ran, were, knew, made.

Instructor: We call these **irregular verbs** because they don't follow the rule for the simple past.

You probably know all of these irregular forms already, because you've been using them in speech since you learned how to talk. Your first exercise is a chart of irregular verbs. Fill out the Exercise 16A chart now.

Instructor: Once you know the simple past and simple present of an irregular verb, you can usually form the progressive tenses without any problem. But the perfect tenses are often irregular too. Read all nine forms of the irregular verb "go" from the chart in your workbook.

Student: Went, go, will go; was going, am going, will be going; had gone, have gone, will have gone.

Instructor: Notice that the progressive tenses add the suffix *-ing* to the simple present and use helping verbs—just like a regular verb. But what does the verb *go* change to, in the perfect tenses?

Student: It becomes gone.

Instructor: That's an irregular perfect. If it were regular, you would say *had went, have went, will have went*. Sometimes you'll hear people who don't know their grammar use this form: *I had went to the store*. But you're learning the correct forms now, so *you* will always say, *I had gone to the store*. Now look at the verb *eat*. What irregular form does *eat* take in the perfect tenses?

Student: Eaten

Instructor: Would you ever say, *I will have ate my dinner?*

Student: No!

Instructor: We'll study more irregular verbs in later lessons. But the rest of this lesson is simple: fill out the chart in Exercise 16B with the correct forms. You have been given the simple present of each verb; use the 16A chart for reference if necessary. If you're not sure about the irregular perfects, just ask me.



WEEK 5

More About Verbs

— LESSON 17 —

Simple, Progressive, and Perfect Tenses
Subjects and Predicates
Parts of Speech and Parts of Sentences
Verb Phrases

Note to Instructor: The student will probably begin yawning as soon as you mention the word. Make a joke out of it; this verb was used on purpose to break up the tedium of review!

Instructor: In the last lesson, I promised you that you'd study something other than verb tenses.

You will—but first we have to do a quick review! Read the first line in your workbook out loud.

Student: I yawn today. Yesterday, I yawned. Tomorrow I will yawn.

Instructor: Those three sentences are in the simple present, the simple past, and the simple future. The verbs *yawn*, *yawned*, and *will yawn* don't tell you how long the yawning goes on—or when it ends. Read the second line out loud.

Student: I am yawning today. Yesterday, I was yawning. Tomorrow, I will be yawning.

Instructor: Those three sentences are in the progressive present, the progressive past, and the progressive future. Read me the definition of progressive tense.

Student: A progressive verb describes an ongoing or continuous action.

Instructor: If you say, *Yesterday, I was yawning*, that tells me that the yawning went on for at least a little while. Now read me the next three sentences.

Student: I have yawned today already. Yesterday, I had yawned before I had my dinner. Tomorrow, I will have yawned by the time the sun goes down.

Instructor: Those three sentences are in the perfect present, the perfect past, and the perfect future. Read me the definition of perfect tense.

Student: A perfect verb describes an action which has been completed before another action takes place.

Instructor: I think that we should complete our yawning before we go on with our lesson! Hop up and do five jumping jacks, and then we'll go on.

Note to Instructor: Jumping jacks are optional, but the student will probably need to do something physical to stop the yawning.

Instructor: Look at Exercise 17A and follow the directions.

Instructor: Read me the next two sets of words in your workbook.

Student: Had rejoiced, will have rejoiced.

Instructor: *Had rejoiced* is a perfect past verb. *Will have rejoiced* is a perfect future verb. In each of these examples, the helping verb and the main action verb act together as a single verb. We call these **verb phrases**. Read me the definition of a phrase.

Student: A phrase is a group of words serving a single grammatical function.

Instructor: In a verb phrase, a group of words serves a single grammatical function by acting as a verb. Read me the next two sets of words.

Student: Have greatly rejoiced, they will have all rejoiced.

Instructor: A word comes between the helping verb and the main verb in each of those verb phrases. *Greatly* and *all* are not part of the verb phrases! Only helping verbs and main verbs belong in a verb phrase.

When you diagram a verb phrase, all of the verbs in the verb phrase go on the predicate space of the diagram. You can see this illustrated in your workbook.

Instructor: Before you complete Exercise 17B, let's review both predicates and subjects. Repeat after me: The subject of the sentence is the main word or term that the sentence is about.

Student: The subject of the sentence is the main word or term that the sentence is about.

Instructor: The simple subject of the sentence is *just* the main word or term that the sentence is about.

Student: The simple subject of the sentence is just the main word or term that the sentence is about.

Instructor: The predicate of the sentence tells something about the subject. Repeat that after me.

Student: The predicate of the sentence tells something about the subject.

Instructor: The simple predicate of the sentence is the main verb along with any helping verbs.

Student: The simple predicate of the sentence is the main verb along with any helping verbs.

Instructor: When we studied subjects and predicates, we also talked about the difference between parts of speech and parts of a sentence. Repeat after me: Part of speech is a term that explains what a word does.

Student: Part of speech is a term that explains what a word does.

Instructor: Noun and pronoun are both parts of speech. Main verb and helping verb are both parts of speech. Tell me what a noun does.

Student: A noun names a person, place, thing, or idea.

Instructor: Tell me what a pronoun does.

Student: A pronoun takes the place of a noun.

Instructor: These parts of speech can also function, in sentences, as subjects. *Subject* refers to the *part of the sentence* that the noun or pronoun is in. Read me the definition of *part of the sentence*.

Student: Part of the sentence is a term that explains how a word functions in a sentence.

Instructor: A main verb does an action, shows a state of being, or links two words together. A helping verb helps the main verb. Read me the definition of a verb.

Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.

Instructor: A verb is a part of speech. In a sentence, a main verb and its helping verbs form the predicate. A predicate is a part of the sentence. When you underline a main verb and its helping verbs, you are locating a part of speech. When you put the entire verb phrase on the diagram, you are showing that the verb and its helping verbs function, in the sentence, as a predicate. They tell more about the subject. Now for the last part of the review: Find the subject of a sentence by asking, *Who or what is the sentence about?* Find the predicate by asking, *Subject what?* Try that now as you complete Exercise 17B.

— LESSON 18 —

Verb Phrases

Person of the Verb

Conjugations

Instructor: Several lessons ago you completed a chart showing the progressive tenses. Look over these verbs from that chart now.

	Progressive past	Progressive present	Progressive future
I run	I was running	I am running	I will be running
You call	You were calling	You are calling	You will be calling
He jogs	He was jogging	He is jogging	He will be jogging
We fix	We were fixing	We are fixing	We will be fixing
They call	They were calling	They are calling	They will be calling

Instructor: In the progressive future column, all of the helping verbs are the same. But in the middle column, what three helping verbs are used to help form the progressive present?

Student: Am, are, is.

Instructor: In the progressive past column, two different helping verbs are used. What are they?

Student: Was and were.

Instructor: Because the helping verbs change, the entire verb phrases change. Verbs and verb phrases change their form because of the person or thing that does the verb. When verbs change for this reason, we say that they are in the first, second, or third person. Look at the next chart.

	Persons of the Verb	
	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Instructor: We talked about the first-, second-, and third person pronouns in Lesson 8. Let's review now—and connect those pronouns to verbs.

Note to Instructor: Point to the student in a dramatic fashion.

Instructor: Say after me, *I understand!*

Student: I understand!

Instructor: The first person is the one who is speaking. If you're all by yourself, you would use the pronoun *I*. If someone is with you, you use the pronoun *we*.

Note to Instructor: Move over and stand next to the student.

Instructor: Say with me, *We understand!*

Together: We understand!

Instructor: The second person is the one who's in the room, but who isn't . . . [Point to the student again.] Who is the second person in this room?

Student: You.

Instructor: For the second person, we use the pronoun *you*. In English, *you* can be either singular or plural. If there were two of you here, I would still use the pronoun *you*. Say with me, and point to me, *You understand!*

Together [Pointing at each other]: You understand!

Instructor: The third person who might be doing an action is the person who isn't you, and isn't me. We use four different pronouns to refer to *that* person—the third person. If that person is male, we say, *He understands*. What do we say if that person is female?

Student: She understands.

Instructor: Imagine that my dog is sitting here, listening and looking very intelligent, but you don't know whether my dog is a he or a she. What pronoun would you use to point out that the dog also understands?

Student: It understands.

Instructor: What if there were a whole crowd of third persons in the room, all understanding? What pronoun would you use for them?

Student: They understand.

Instructor: Together, let's team up the first, second, and third person with the action verb *pretend*. When we say the first person, we'll point to ourselves. When we say the second person, we'll point to each other. When we say the third person, we'll point to an imaginary person in the room. Follow along as I read. I'll start with the first person:

Together: I pretend. [Point to self.]

You pretend. [Point to student as student points to you.]

He, she, it pretends. [Point to imaginary person.]

We pretend. [Point to self and student at the same time.]

You pretend. [Point to student and also to another imaginary person.]

They pretend. [Point to imaginary group of persons with both hands.]

Instructor: Look at all six forms of the verb *pretend*. Which one is different?

Student: The third person singular.

Instructor: In the simple present, most verbs keep the same form except for in the third person singular. We change the third person singular by adding an *-s*. Let's do the same for the verb *wander*.

Together: I wander. [Point to self.]

You wander [Point to student as student points to you.]

He, she, it wanders. [Point to imaginary person.]

We wander. [Point to self and student at the same time.]

You wander. [Point to student and also to another imaginary person.]

They wander. [Point to imaginary group of persons with both hands.]

Instructor: When we go through the different forms of a verb like this, we say that we are **conjugating** the verbs. The chart in your workbook shows the simple present conjugation of the verbs *pretend* and *wander*. Now read through the simple past and simple future of the verb *wander*.

Note to Instructor: Give the student a moment to look at the simple past and simple future charts.

Instructor: Did the verbs change for any of the persons?

Student: No.

Instructor: Regular verbs don't change in the simple past and simple future—so you'll never have to conjugate them again! They only change in the simple present. Now read through the perfect present conjugation of the verb *wander*. In this tense, the main verb stays the same, but the helping verb changes once. For what person does it change?

Student: The third person singular.

Instructor: So in the present and in the perfect present, the verb only changes form in the third person singular form. In the present, the verb adds an *-s*. In the perfect present, the helping verb changes from *have* to *has*. Now read through the perfect past and perfect future of the verb.

Note to Instructor: Give the student a moment to look at the perfect past and perfect future charts.

Instructor: Did the verbs change for any of the persons?

Student: No.

Instructor: Regular verbs don't change in the perfect past and perfect future either—so you'll never have to conjugate *them* again! Do you see a pattern? In the simple and perfect tenses, the form of the verb only changes in one person—the third person singular form. And it only changes in the present tense.

Complete your exercises now.

— LESSON 19 —

Person of the Verb

Conjugations

State-of-Being Verbs

Instructor: What two pronouns refer to the first person?

Note to Instructor: If the student needs a hint, point to yourself, and then go stand next to the student and point to both of you. For second person, point to the student; for third person, point to imaginary people in the room (or to siblings).

Student: I and we.

Instructor: What pronoun refers to the second person?

Student: You.

Instructor: What four pronouns refer to the third person?

Student: He, she, it, they.

Instructor: In the last lesson, you learned that when you team up a verb to each of the persons and change its form when necessary, you are *conjugating* it. The Latin word *conjugare* [con-jugar-eh] means “to join together.” When you conjugate a verb, you are joining the verb to each person in turn. *Conjugare* itself is made by joining two words together; *con* means “with,” and *jugare* means “to yoke.” Have you ever heard the word *conjugal*? It means “having to do with marriage” and it too comes from the Latin word *conjugare*. Marriage also joins two things together—in this case, two people.

In the last lesson, you learned that regular verbs don’t change form very often when you conjugate them. Look at the simple present of the verb *conjugate*. Which form changes?

Student: The third person singular form.

Instructor: Regular verbs don’t change form in the simple past or simple future, so you only have one example of the verb under each. Look at the perfect present of the verb *conjugate*. Which form changes? HINT: The verb itself doesn’t change, but the helping verb does.

Student: The third person singular form.

Instructor: Regular verbs also don’t change form in the perfect past or perfect future—just in the perfect present. We haven’t talked about progressive tenses yet. Look at the progressive present. What helping verb does the progressive present use?

Student: Am.

Instructor: Conjugating *am* is a whole different story. Remember, *am* is a state-of-being verb. What does a state-of-being verb show?

Student: That something just exists.

Note to Instructor: If the student can’t remember, tell him to turn back to Lesson 6 and look at the state-of-being verbs. Tell him, “A state-of-being verb shows that something just exists,” and then ask him to recite the state-of-being verbs out loud.

Instructor: Let’s read the simple present conjugation together, pointing to the correct person.

Together:

I am. [Point to self.]

You are. [Point to student/instructor.]

He, she, it is. [Point to imaginary person.]

We are. [Point to self.]

You are. [Point to student/instructor.]

They are. [Point to imaginary persons.]

Instructor: This is an irregular verb, because it doesn’t change form like most other verbs. You probably use these forms properly when you speak, without even thinking about it. Repeat after me: We is hungry.

Student: We is hungry.

Instructor: That sounds strange, doesn’t it? So for the most part, you won’t need to memorize these forms; you just need to understand why they change. They change because the person of the verb changes. Now look at the progressive present chart. In the progressive present, the state-of-being verbs become helping verbs, showing that action is continuing on for a time.

Complete Exercise 19A by filling in the blanks with the correct helping verbs.

Instructor: When you conjugate a progressive form, you don't really conjugate the main verb. It stays the same! The helping verb is the one that changes. Let's review all the tenses of the state-of-being verb *am* now.

Note to Instructor: Follow the pattern below for each conjugation. Reciting these out loud will give the student a sense of the patterns of the conjugations. Pointing as you recite will reinforce the student's grasp of the first, second, and third person.

Regular Verb, Simple Present

Together: I am. [Point to self.]

You are. [Point to student/instructor.]

He, she, it is. [Point to imaginary person.]

We are. [Point to both self and student/instructor.]

You are. [Point to student/instructor.]

They are. [Point to imaginary persons.]

[etc.]

State of Being Verb, Simple Past

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he, she, it was	they were

State-of-Being Verb, Simple Future

	Singular	Plural
First person	I will be	we will be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

State-of-Being Verb, Perfect Present

	Singular	Plural
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

State-of-Being Verb, Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

State-of-Being Verb, Perfect Future

	Singular	Plural
First person	I will have been	we will have been
Second person	you will have been	you will have been
Third person	he, she, it will have been	they will have been

State-of-Being Verb, Progressive Present

	Singular	Plural
First person	I am being	we are being
Second person	you are being	you are being
Third person	he, she, it is being	they are being

State-of-Being Verb, Progressive Past

	Singular	Plural
First person	I was being	we were being
Second person	you were being	you were being
Third person	he, she, it was being	they were being

State-of-Being Verb, Progressive Future

	Singular	Plural
First person	I will be being	we will be being
Second person	you will be being	you will be being
Third person	he, she, it will be being	they will be being

Instructor: In Exercise 19A, you filled in the correct helping verbs for the progressive present; now do the same thing in 19B for the past and future.

— LESSON 20 —**Irregular State-of-Being Verbs**
Helping Verbs

Instructor: I'll ask you a question, and I'd like you to answer with the first person singular pronoun and the state-of-being verb in the correct tense. The question will tell you which tense to use. Here's the first question: Are you learning grammar today?

Student: I am.

Instructor: Were you learning grammar at some unspecified point in the past week?

Student: I was.

Note to Instructor: If the student answers with another tense, say, "At some unspecified *simple* point in the *past*?"

Instructor: Will you be learning grammar at some unspecified point *next* week?

Student: I will be.

Note to Instructor: If the student says, *I will*, point out that *I will* is not a state-of-being verb. *Will* is a helping verb that still needs a state-of-being verb to complete it. If necessary, send the student back to review the lists of state-of-being verbs (Lesson 6, p. xx) and helping verbs (Lesson 7, p. xx).

Instructor: Are you being progressively happier and happier today? If so, tell me with the first person pronoun, the correct verb, and the adjective *happy*.

Note to Instructor: Give the student any necessary help to bring out the correct answers.

Student: I am being happy.

Instructor: How about all day yesterday?

Student: I was being happy.

Instructor: How about all day tomorrow?

Student: I will be being happy.

Instructor: Have you been hungry at all today, before eating?

Student: I have been hungry.

Instructor: Were you hungry yesterday before breakfast?

Student: I had been hungry.

Instructor: Will you be hungry before dinner tomorrow?

Student: I will have been hungry.

Instructor: In the last lesson, you learned that state-of-being verbs are often irregular when you conjugate them. *Am, is, are, was, were, be, being, and been* are all past, present, and future forms of the irregular state-of-being verb *am*. (When you think about it, there's actually only one verb for *simply existing*.) Knowing the forms of this verb is important, so even though it's tedious, we're going to review one more time. Read me the simple present, simple past, and simple future forms of the verb *am*, first singular and then plural for each. Begin with "I am, you are, he, she, it . . ."

Student: I am; you are; he, she it is; we are; you are; they are. I was; you were; he, she, it was; we were; you were; they were. I will be; you will be; he, she, it will be; we will be; you will be; they will be.

Instructor: Read me the perfect present, past, and future tenses in the same way.

Student: I have been; you have been; he, she, it has been; we have been; you have been; they have been; I had been; you had been; he, she, it had been; we had been; you had been; they had been; I will have been; you will have been; he, she, it will have been; we will have been; you will have been; they will have been.

Instructor: Now read the progressive present, past, and future tenses.

Student: I am being; you are being; he, she, it is being; we are being; you are being; they are being; I was being; you were being; he, she, it was being; we were being; you were being; they were being; I will be being; you will be being; he, she, it will be being; we will be being; you will be being; they will be being.

Instructor: We'll talk more about irregular verbs in the lessons to come, but today we're just going to talk about state-of-being verbs and helping verbs. Now that you've been through that whole long conjugation of the verb *am*, you've covered all of the state-of-being verbs. Tell me the full list of helping verbs now.

Student: Am, is, are, was, were, be, being, been; have, has, had; do, does, did; shall, will, should, would, may, might, must, can, could.

Instructor: Since the first eight verbs are forms of one verb, *am*, it won't surprise you that *have, has, and had* are all simple forms of the single verb *have*. Take the time now to fill out the missing forms of *have* in Exercise 20A. Ask me for help if you need it.

Note to Instructor: Throughout this lesson, if this is the first time the student has encountered these forms, give all necessary help. Most students will be able to hear the correct form if they recite the conjugation out loud.

Instructor: Would you like to guess what verb *do, does, and did* are the simple forms of?

Student: Do.

Instructor: Fill out the missing forms in Exercise 20B.

Instructor: Now we only need to discuss *shall*, *will*, *should*, *would*, *may*, *might*, *must*, *can* and *could*. You've already run across *will*; it is the helping verb that helps form the simple future tense of many other verbs. Read the left-hand column in your workbook now.

Student: I will be; you will run; he, she, it will sing; we will eat; you will shout; they will cavort.

Instructor: In American English, *shall* is simply an alternative version of *will*, but Americans only use *shall* in the first person—and not very often. Read the middle column in your workbook now.

Student: I shall be; you will run; he, she, it will sing; we shall eat; you will shout; they will cavort.

Instructor: If you're an American, you'll probably only hear *shall* in the form of a question. A waiter might ask *Shall I take your order?* or your ballroom dance partner might say *Shall we dance?* But you're more likely to hear *May I take your order?* or *Would you like to dance?* It is never incorrect to substitute *shall* for *will*, but if you're American, you'll sound odd; *shall* is dying in American usage. In British usage, though, *shall* implies some sort of resolve on the part of the speaker. In British English, *I will go home* is just a statement of fact. *I shall go home* implies that you intend to get home, no matter how many obstacles stand in your way. Read the final column now, and put determination into your voice!

Student: I shall be! You shall run! He, she, it shall sing! We shall eat! You shall shout! They shall cavort!

Instructor: *Should* and *would* are odd words. Technically, *should* is the past tense of *shall*, and *would* is the past tense of *will*. Read me the next two phrases in your workbook.

Student: I will go to bed early. When I was young, I would always go to bed early.

Instructor: You can see how *would* indicates the past, and *will* shows the future. But we don't usually use either *would* or *should* as a past tense any more. Read the next two phrases now.

Student: I would like to go to bed early. I should probably go to bed now.

Instructor: *Would* and *should* generally express your intention to do something. We'll discuss this in a few weeks when we talk about *mode*; so for right now, don't worry about the conjugations of *would* and *should*. Instead, put them side-by-side with *may*, *might*, *must*, *can*, and *could*, and read the next seven sentences out loud.

Student: I would eat the chocolate caramel truffle. I should eat the chocolate caramel truffle. I may eat the chocolate caramel truffle. I might eat the chocolate caramel truffle. I must eat the chocolate caramel truffle. I can eat the chocolate caramel truffle. I could eat the chocolate caramel truffle.

Instructor: All of these sentences concern hypothetical situations. You haven't eaten the truffle yet, but in the future you will eat it—depending on various conditions. We will discuss these hypothetical situations when we get to the lessons on subjunctive and modal verbs. For right now, you just need to remember the statements in your workbook. Read them out loud for me now.

Student: Am, is, are, was, were, be, being, and been are forms of the verb am. Have, has, and had are forms of the verb has. Do, does, and did are forms of the verb do. Shall and will are different forms of the same verb. Should, would, may, might, must, can, and could express hypothetical situations.

WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Instructor: Let's review a few conjugations. We'll start with a simple one—the simple present of *enjoy*. That, of course, is a word you would use when you talk about your grammar lessons. Read through the simple present with me, pointing to each person as we say it.

Together: I enjoy. [Point to self.]

You enjoy. [Point to student as student points to you.]

He, she, it enjoys. [Point to imaginary person.]

We enjoy. [Point to self and student at the same time.]

You enjoy. [Point to student and also to another imaginary person.]

They enjoy. [Point to imaginary group of persons with both hands.]

Instructor: Which of these are first person pronouns?

Student: I, we.

Instructor: Second person pronouns?

Student: You.

Instructor: Third person pronouns?

Student: He, she, it, they.

Instructor: Now let's review the perfect past of the state-of-being verb *I am*.

Together: I had been. [Point to self.]

You had been. [Point to student as student points to you.]

He, she, it had been. [Point to imaginary person.]

We had been. [Point to self and student at the same time.]

You had been. [Point to student and also to another imaginary person.]

They had been. [Point to imaginary group of persons with both hands.]

Instructor: Finally, let's review the progressive future of the verb *run*.

Together: I will be running. [Point to self.]

You will be running. [Point to student as student points to you.]

He, she, it will be running. [Point to imaginary person.]

We will be running. [Point to self and student at the same time.]

You will be running. [Point to student and also to another imaginary person.]

They will be running. [Point to imaginary group of persons with both hands.]

Instructor: When you looked at conjugations in the last lesson, you noticed that regular verbs sometimes change form when the person of the verb changes. Look at the conjugation of the regular verb *grab* now. You'll see that some of the tenses simply list the first person and then say, "etc." That's because in those tenses, the verb doesn't change form at all. *I grabbed* and *they grabbed* use the same form of the verb.

Note to Instructor: If the student is not familiar with the abbreviation "etc.," explain that this is short for *et cetera*, Latin for *and the rest*. It is used to show that whatever comes next is the same as what came before.

Instructor: In this complete conjugation of the regular verb *grab*, the verb forms that change are underlined. Which person and number changes in the simple present?

Student: *Third person singular.*

Instructor: Which person and number changes in the perfect present?

Student: *Third person singular.*

Instructor: Look at the progressive present. The plural forms are all the same. The singular forms are all different! What three helping verbs are used for these forms?

Student: *Am, are, is.*

Instructor: Because we use the irregular state-of-being verb *am* to form the progressive present, the forms keep changing. The same thing happens in the progressive past. What two helping verbs are used?

Student: *Was and were.*

Instructor: When a pronoun is put together with the proper form of a verb, we say that the pronoun and the verb *agree* in *person* and *number*. If I say, *I am grabbing*, I have paired the first person singular pronoun *I* with the first person singular form *am grabbing*. The pronoun and the verb *agree*. If I say, *I is grabbing*, I've paired the first person singular pronoun with the third person singular verb form. Those forms don't agree.

Complete Exercise 21A now.

Instructor: All of the sentences in Exercise 21A team up pronouns with verbs. But when you put nouns and verbs together to form the subject and predicate of a sentence, those nouns and verbs should also agree. Look at the next section in your workbook. Singular nouns take the same verb forms as third person singular pronouns. Plural nouns take the same verb forms as third person plural pronouns. This is called *noun-verb agreement* or *subject-predicate agreement*. Now, read with me straight across each line of the simple present chart, beginning with *He, she, it grabs* and *They grab*.

<i>Together: He, she, it grabs</i>	<i>They grab</i>
<i>The man grabs</i>	<i>The men grab</i>
<i>The woman grabs</i>	<i>The women grab</i>
<i>The eagle grabs</i>	<i>The eagles grab</i>

Instructor: Now read through the perfect present, progressive present, and progressive past charts out loud, in the same way. It's important to be able to *hear* if the subject and predicate agree with each other.

Student: *He, she, it has grabbed; they have grabbed. The boy has grabbed; the boys have grabbed . . . [etc.]*

Instructor: Sometimes the subject of a sentence will be followed by phrases that describe it. These phrases do not affect the number of the subject. However, they can sometimes be confusing.

Listen to the following sentence: *The wolves howl*. *Wolves* is a plural subject that takes the plural verb *howl*. I'm going to add a phrase to this sentence so it reads *The wolves in their den howl*. Our verb is still *howl*. Who or what howls?

Student: Wolves.

Instructor: *Wolves* is still our subject. However, we now have the singular word *den* right before our verb. We have to be careful to make the verbs agree with the subjects, and not with any sneaky words in between. I can add many phrases to describe my subjects, and it will not affect the verb. For example, I can say: *The moon, shimmery and bright in the dark sky, rises*. The phrases *shimmery and bright in the dark sky* do not affect the number of my subject. Always ask *Who or what* before the verb to find the real subject, and make your verb agree with the true subject, instead of any words in between.

Complete Exercises 21B and 21C now.

— LESSON 22 —

Formation of Plural Nouns Collective Nouns

Instructor: Several lessons ago, just for fun, we talked about the names for animals and groups of animals. Let's try a few out. What do you call a group of chickens?

Student: Brood.

Note to Instructor: *Flock* is acceptable, but tell the student that *brood* is actually more correct.

Instructor: How about a group of deer?

Student: Herd.

Instructor: A group of owls?

Student: Parliament.

Instructor: The words *brood*, *herd*, and *parliament* are special words that describe groups of animals as one unit. These words are called **collective nouns**. Read me the definition of a collective noun.

Student: A collective noun names a group of people, animals, or things.

Instructor: Even though collective nouns refer to more than one thing, they are usually considered singular nouns. Repeat this after me: Collective nouns are usually singular.

Student: Collective nouns are usually singular.

Instructor: Complete Exercise 22A now.

Instructor: Even though collective nouns like *brood* are singular, the word *chickens* is plural, describing more than one chicken. We say *a brood of chickens* because there's only one brood, but there are many chickens. We say *a gaggle of geese* because there's only one gaggle, but many geese. We say *a herd of deer* because there's only one . . .

Note to Instructor: Pause to let the student complete your sentence. Provide the answers to this and the following questions if necessary.

Student: Herd.

Instructor: . . . but there are many . . .

Student: Deer.

Instructor: The nouns *chickens*, *geese*, and *deer* are all plural nouns. The singular of *chickens* is *chicken*. What is the singular of *geese*?

Student: Goose.

Instructor: What is the singular of *deer*?

Student: Deer.

Instructor: Singular nouns usually become plural nouns when you add an *-s* to the end—but not always! *Goose* and *deer* have irregular plurals; *goose* changes spelling instead of adding *-s*, and *deer* doesn't change at all.

Exercise 22B explains the rules for making words plural, and Exercise 22C gives you a chance to practice. Complete both exercises now.

— LESSON 23 —

Plural Nouns

Descriptive Adjectives

Possessive Adjectives

Contractions

Instructor: Hold up your workbook for me. That book belongs to you; it is [student's name]'s book.

This book that I am holding belongs to me. It is [instructor's name]'s book. We can turn common and proper nouns into special words called **possessives** to show ownership. *To possess* something means to own it. The punctuation mark called the apostrophe makes a word possessive. Read the definition of an apostrophe out loud.

Student: An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose.

Instructor: **Possessive adjectives tell whose.** Read that rule out loud.

Student: Possessive adjectives tell whose.

Note to Instructor: Some grammarians classify these as possessive nouns rather than adjectives. Since the focus of this book is on teaching students to use language properly, and the possessive noun is *used* as an adjective, we will continue to call these possessive adjectives.

Instructor: What is the definition of an adjective?

Note to Instructor: Prompt the student as needed by saying, *An adjective modifies . . .*

Student: An adjective modifies a noun or pronoun.

Instructor: What questions do adjectives answer?

Student: What kind, which one, how many, whose.

Instructor: You have already learned about adjectives that tell *what kind*. Read the next line out loud, to remind yourself.

Student: Descriptive adjectives tell what kind.

Instructor: You have now learned about two different kinds of adjectives—descriptive and possessive. Do you remember how to turn a descriptive adjective into an abstract noun?

Student: Add the suffix -ness.

Note to Instructor: Prompt the student with the correct answer if necessary.

Instructor: Turn the descriptive adjective *happy* into an abstract noun.

Student: Happiness.

Instructor: Turn the descriptive adjective *slow* into an abstract noun.

Student: Slowness.

Instructor: When you form a possessive adjective from a noun, you're doing the opposite. Instead of turning an adjective into a noun, you're taking a noun and making it into an adjective. For singular nouns, you do this by adding an apostrophe and an *-s*. Read me the rule out loud, and look at the examples.

Student: Form the possessive of a singular noun by adding an apostrophe and the letter -s.

Instructor: Practice this now by completing Exercise 23A.

Instructor: Read me the next rule, and look at the example.

Student: Form the possessive of a plural noun ending in -s by adding an apostrophe only.

Instructor: Since plural nouns usually end in *-s*, we do not need to add another *-s* to plural nouns to make them possessive; we simply add an apostrophe. *Puppies* and *the Wilsons* are both plural nouns, so we only need to add an apostrophe to each to make them possessive. Now read me the last rule about forming a possessive.

Student: Form the possessive of a plural noun that does not end in -s as if it were a singular noun.

Instructor: The nouns *man*, *woman*, and *goose* have irregular plurals that don't end in *-s*. So you would simply add an apostrophe and an *-s* to turn them into possessive adjectives. Practice these three rules now by completing Exercise 23B.

Instructor: You can turn a noun into a possessive adjective—but you can also turn a pronoun into a possessive adjective. Look at the chart in your workbook. As you can see, you don't turn a pronoun into a possessive adjective by adding an apostrophe and *-s* the way you do with a noun. Instead, each personal pronoun changes its form to become a possessive adjective. Go down to the next chart now. Read the *Incorrect* column out loud, and see how strange the pronouns would sound with an apostrophe and *-s* ending.

Student: It's book, you's candy, he's hat, she's necklace, it's nest, we's lesson, they's problem.

Instructor: Instead, each pronoun changes its form to become a possessive adjective. Read down the *Correct* column now.

Note to Instructor: These possessive adjectives are also sometimes classified as possessive pronouns; we will continue to call them possessive adjectives until Week Thirteen, Lesson 49.

Student: My book, your candy, his hat, her necklace, its nest, our lesson, their problem.

Instructor: A noun turned into a possessive adjective *always* has an apostrophe. A pronoun turned into a possessive adjective *never* has an apostrophe! You should remember that, because pronouns are sometimes combined with other words to form contractions that might look like possessives. Look at the first line of your next chart. What does *he's* stand for?

Student: He is.

Instructor: What does *she's* stand for?

Student: She is.

Instructor: What does *it's* stand for?

Student: It is.

Instructor: What does *you're* stand for?

Student: You are.

Instructor: What does *they're* stand for?

Student: They are.

Instructor: *He's, she's, it's, you're, and they're* are all **contractions**. A **contraction is a combination of two words with some of the letters dropped out**. The word *contraction* comes from two Latin words: *con*, meaning “together,” and *tractio* [trak-she-oh], meaning “drag.” In a contraction, two words are *dragged together*. The apostrophe in the contraction tells us where the letters were dropped.

In Exercise 23C, you will see a list of words that are often contracted. The letters which are usually dropped are in grey print. Complete that exercise now.

In the next lesson we will talk about how to avoid confusing these contractions with possessive forms.

— LESSON 24 —

Possessive Adjectives

Contractions

Compound Nouns

Instructor: What is a contraction?

Student: A contraction is a combination of two words with some of the letters dropped out.

Instructor: Two of the contractions that you studied in the last lesson are occasionally misused—and three more are *often* misused! Look at the chart in your workbook. As you can see, *he's* means “he is,” not “his.” And *she's* means “she is,” not “her.” You probably won't misuse those two, but almost every student trips up on the next one! What does *i-t-apostrophe-s* mean?

Student: It is.

Instructor: That is not the same as the possessive adjective *its*! Never, never, never, use *i-t-apostrophe-s* as a possessive adjective. *I-t-s* is a possessive adjective. *It's* is a contraction. Read me the first set of three sentences below the chart.

Student: It's hard for a hippopotamus to see its feet. It is hard for a hippopotamus to see its feet. It's hard for a hippopotamus to see it is feet.

Instructor: If you're not sure whether to use *its* or *it's*, substitute *it is* for the confusing pronoun and see what happens. If it makes sense, use *it's* with the apostrophe. If not, use *its* with no apostrophe. What does *you-apostrophe-r-e* mean?

Student: You are.

Instructor: That is not the same as the possessive adjective *your*. Read me the next set of three sentences.

Student: You're fond of your giraffe. You are fond of your giraffe. You're fond of you are giraffe.

Instructor: If you can substitute *you are*, use *you're* with the apostrophe. If not, use *your* with no apostrophe. What does the contraction *they-apostrophe-r-e* mean?

Student: They are.

Instructor: That is not the same as the possessive adjective *their*! Read the next set of sentences out loud.

Student: They're searching for their zebra. They are searching for their zebra. They're searching for they are zebra.

Instructor: If you can substitute *they are*, use *they're* with the apostrophe. If not, use *their* with no apostrophe.

Complete Exercise 24A before we move on.

Instructor: Let's finish out this week of nouns and verbs with a look at one more kind of noun.

Contractions aren't the only words formed by combining two other words. **Compound nouns** are also formed by bringing two words together—in this case, two other nouns that work together to form a single meaning. Read me the definition of a compound noun.

Student: A compound noun is a single noun composed of two or more words.

Instructor: Compound nouns can be written as one word, more than one word, or a hyphenated word. Let's talk about each kind of compound noun. Did you just hear me use the contraction *let's*? What does that contraction stand for?

Student: Let us.

Instructor: Let us move on. The first kind of compound noun is the simplest—if you put *ship* and *wreck* together, you have a new word. What new word do you get if you join the words *wall* and *paper*?

Student: Wallpaper.

Instructor: The word *wallpaper* has a different meaning from either *wall* or *paper*. It's a new word. *Haircut* and *chalkboard* are also compound nouns formed by putting two words together.

Now look at the next kind of compound noun. Some compound nouns are formed by joining two nouns with a hyphen. Read me the three examples from your workbook.

Student: Self-confidence, check-in, pinch-hitter.

Instructor: And, finally, some compound nouns consist of two or more words that aren't joined at all. They have a space between them, but together they still form a new meaning. Read me the three examples from your workbook.

Student: Air conditioning, North Dakota, The Prince and the Pauper.

Instructor: When a compound noun is the subject of a sentence, *all* of the words that make up the noun are included in the simple subject.

Complete Exercise 24B now.

Instructor: Now imagine that you have a handful of snow in your left hand and a handful of snow in your right hand. In that case, you would have two . . .

Student: Handfuls of snow.

Note to Instructor: If student says "handful," say, "No, you would have two handfuls of snow" and ask him to repeat "handfuls of snow" after you.

Instructor: Sometimes it's difficult to know exactly how to make a compound noun plural.

If one person walking by your house is a passerby, what are two people walking past your

house—passerbys, or passersby? If you're unsure about how to form the plural of a compound noun, you can always look it up. But here are four simple rules that will work for most compound nouns.

First: **If a compound noun is made up of one noun along with another word or words, pluralize the noun.**

In the word *passerby*, *passer* is more central than *by* because *passer* is a noun referring to the actual walking person, while *by* simply tells you where that person is walking. Circle the word *passersby*, and cross out the word *passerbys*.

passerby passersby ~~passerbys~~

Instructor: Now read me the second rule.

Student: If a compound noun ends in -ful, pluralize by putting an -s at the end of the entire word.

Instructor: For common nouns ending in *-ful*, it used to be common to pluralize the noun, so that *truckful* became *trucksful*. But that's hard to say, so it is now much more widely accepted to simply add an *-s* to the end of the word: *truckfuls*. Either is correct, but when you write, you should be consistent. For the purposes of your exercises in this book, add the pluralizing *-s* to the end of the word. Circle the word *truckfuls* to remind yourself that you'll be using this form.

truckful trucksful truckfuls

Instructor: Read me the third rule.

Student: If neither element of the compound noun is a noun, pluralize the entire word.

Instructor: In the word *grown-up*, *grown* is an adjective and *up* is an adverb describing the adjective. So which of the forms is correct?

Student: Grown-ups.

Instructor: Cross out the form *grows-up* and circle *grown-ups*.

grown-up ~~grows-up~~ grown-ups

Instructor: The final rule is: **If the compound noun includes more than one noun, choose the most important to pluralize.** In the noun *attorney at law*, *attorney* and *law* are both nouns, but *attorney* is more important because it describes the actual person practicing law. Cross out the incorrect plural form and circle the correct choice.

attorney at law attorneys at law ~~attorney at laws~~

Instructor: Complete Exercise 24C now. Ask for help if you need it; some of the words are tricky!

— REVIEW 2 —

The review exercises and answers are found in the Student Workbook and accompanying Key.

