

# Unit 7: Subject-Verb Agreement

DAY 1

## Lesson 44 Subject-Verb Agreement

A verb must agree with its subject in person and number. In the present tense, add *-s* or *-es* to the base form for the third-person singular.

**SINGULAR**

She  **jumps** .

He  **watches** .

**PLURAL**

They  **jump** .

They  **watch** .

In verb phrases, the helping verbs *be*, *have*, and *do* change form to agree with third-person subjects.

**SINGULAR**

It  **is**  green.

He  **was**  sick.

She  **is skiing** .

He  **has fallen**  down.

**Does**  she like to ski?

**PLURAL**

They  **are**  green.

They  **were**  sick.

They  **are skiing** .

They  **have fallen**  down.

**Do**  they like to ski?

► **Exercise 1** Underline the verb in parentheses that agrees with the subject.

Many people (is, are) disgusted by insects.

1. However, understanding insects (helps, help) people enjoy them.
2. For example, the cricket (is, are) a fascinating creature.
3. Everyone (has heard, have heard) the cricket's song.
4. The cricket's musical organs (is, are) on the base of its wings.
5. Scientists (calls, call) them stridulating organs.
6. *Stridulate* (comes, come) from a Latin word meaning "to creak."
7. Crickets (sings, sing) by scraping their wings together.
8. Most insect musicians (is, are) males.
9. Scientists (assumes, assume) that they sing to attract females.
10. (Does, Do) you know that cockroaches have probably been on this planet longer than human beings?
11. Surely this (means, mean) that the insect has extraordinary powers of survival.
12. The roach (was not designed, were not designed) to live indoors.

13. However, its instincts (helps, help) it to adapt to indoor living.
14. Also, its flattened shape (aids, aid) in its success as a household pest.

Day 1

► Exercise 2 Choose the verb in parentheses that agrees with the subject. Write your choice in the blank.

- Many horror movies \_\_\_\_\_ with giant insects. (deals, deal)
1. The movie *Them* \_\_\_\_\_ a story about giant ants. (tells, tell)
  2. Supposedly, the ants' gigantism \_\_\_\_\_ by nuclear radiation. (was caused, were caused)
  3. An entire army \_\_\_\_\_ to wipe out the ants. (was needed, were needed)
  4. Thousands \_\_\_\_\_ fighting the monstrous creatures. (was killed, were killed)
  5. People \_\_\_\_\_ fascinated by stories of strange and impossible events. (seems, seem)
  6. Maybe these stories \_\_\_\_\_ us face fears that are more real. (helps, help)
  7. Most children \_\_\_\_\_ to the fear caused by looking at photographs of alarming insects. (thrills, thrill)
  8. I \_\_\_\_\_ forcing myself to look at such photographs in magazines. (remembers, remember)
  9. Strangely enough, being frightened \_\_\_\_\_ fun. (was, were)
  10. Of course, an insect's picture \_\_\_\_\_ not the same as the real thing. (is, are)
  11. Nevertheless, perhaps these exercises \_\_\_\_\_ our ability to face truly frightening events. (strengthens, strengthen)
  12. What \_\_\_\_\_ horror movies' present popularity reveal about our need to cope with a variety of frightening circumstances? (does, do)
  13. We \_\_\_\_\_ by terrorism and strange diseases. (is threatened, are threatened)
  14. Environmental changes \_\_\_\_\_ havoc in some areas of the world. (is wreaking, are wreaking)
  15. Natural catastrophes \_\_\_\_\_ suffering and damage. (causes, cause)
  16. Maybe scary movies \_\_\_\_\_ us to cope better with these events. (enables, enable)
  17. Old horror movies \_\_\_\_\_ so clumsily made that you could see the zippers in the monsters' costumes. (was, were)
  18. Today's movie monsters \_\_\_\_\_ more lifelike. (seems, seem)
  19. \_\_\_\_\_ you have a favorite horror movie? (does, do)
  20. If you \_\_\_\_\_ you don't have one, I will be very surprised. (says, say)

# Unit 8: Using Pronouns Correctly

Day 2

## Lesson 53

### Case of Personal Pronouns

Personal pronouns are pronouns that refer to persons or things. The case, or form, of a personal pronoun may be nominative, objective, or possessive, depending on its function in the sentence.

CASE	SINGULAR PRONOUNS	PLURAL PRONOUNS	FUNCTION IN SENTENCE
Nominative	I, you, she, he, it	we, you, they	subject or predicate nominative
Objective	me, you, her, him, it	us, you, them	direct object, indirect object, or object of preposition
Possessive	my, mine, your, yours, his, her, hers, its	our, ours, your, yours, their, theirs	replacement for possessive noun(s)

**They** thought that John went home. (nominative)  
 Sherry bumped **him** by accident. (objective)      The best entry was **yours**. (possessive)

Use the **nominative** case for a personal pronoun in a compound subject. Use the **objective** case for a personal pronoun in a compound object.

Theresa and **she** had the highest scores in the class.  
 Alpesh invited Corey and **me** to the track meet.

Use the **possessive** case to show possession. Never spell possessive pronouns with an apostrophe. *It's* is a contraction of *it is*. Do not confuse *it's* with the possessive pronoun *its*.

The book is **hers**. The victory is **ours**.  
**It's** about time for the program. **Its** value is beyond comprehension.

► **Exercise 1 Underline the pronoun in parentheses that best completes each sentence.**

Many people dedicated (them, their) lives to developing the digital computer.

1. One pioneer, John W. Mauchly, spent much of (he, his) life developing computer technology.
2. While a student at Ursinus College, (he, him) constructed an analog computer to analyze weather data.
3. This early machine did (it's, its) job well, but slowly and with virtually no flexibility.
4. In 1941, Mauchly joined the Moore School of Electrical Engineering at the University of Pennsylvania, where (he, him) refined digital technology.
5. (He, Him) collaborated with others at the school to build the first large electronic computer, ENIAC.

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6. (They, Their) built this huge machine to produce ballistic trajectory tables.
7. Along with John von Neumann, (they, them) followed with EDVAC, the world's first programmable computer.
8. Seeing the commercial possibilities for (them, their) invention, they formed a corporation to build computers.
9. As the research neared (its, it's) fruition, (they, their) corporation was absorbed by the giant company Remington Rand.
10. Remington Rand, with Mauchly on (its, it's) staff, added Grace Murray Hopper to the team.
11. Admiral Hopper devoted (she, her) energy to pioneering the use of compilers.
12. A compiler translates a program from (its, it's) original form that humans can read to a form that computers can access.
13. Spending most of (her, she) career in the U.S. Navy, Admiral Hopper nevertheless contributed greatly to the development of a computer business programming language known as COBOL.
14. Businesses rushed to utilize the new technology because they knew it would expand productivity for (they, them).

► **Exercise 2** Label each italicized pronoun *nom.* (nominative), *obj.* (objective), or *poss.* (possessive).

Since my friend Juana Alvarez moved, I have received three letters from *her*.

1. The Alvarez family spends much of *its* time utilizing computer on-line services.
2. More of *their* productive time is spent with a computer than ever before because of the expanded services of on-line systems.
3. What makes *them* different from standard bulletin board system (BBS) features?
4. Unlike local bulletin board systems, commercial services offer a wide variety of serious information to serve *their* clientele.
5. Mr. Alvarez uses *his* computer to find up-to-the-minute stock market quotations and financial news that concerns *him*.
6. Mrs. Alvarez spends part of *her* day contacting clients through the electronic mail section.
7. When *she* works on *her* school reports, Juana's favorite feature is the reference library.
8. "I really save time because the computer can find *my* topics in a few seconds," she said.
9. Gilberto has found that, through the Internet, *he* can access large libraries to locate materials that will suit his needs.
10. "Our computer modem has given *us* an added dimension in *our* lives," stated Mrs. Alvarez.

Day 3

## Lesson 56

# Who and Whom in Questions and Subordinate Clauses

Use the nominative case pronouns *who* and *whoever* when the pronoun is the subject of the sentence, the subject of a clause, or a predicate nominative in a sentence or a clause.

**Who** will be the next president? (subject of the verb *will be*)

He knows **who** his true friends are. (subject of the noun clause *who his true friends are*)

Mr. Adams knew **who** came in late. (subject of noun clause *who came in late*)

Use the objective case pronouns *whom* and *whomever* when the pronoun is a direct object, an indirect object, or an object of a preposition.

Mavis wants to know **whom** you saw at the mall. (direct object of noun clause *whom you saw at the mall*)

The president, **whomever** we select, will have a difficult job. (direct object of *select*)

With **whom** did Bill go to the fair? (object of the preposition *with*)

### ► Exercise 1 Underline the pronoun in parentheses that best completes each sentence.

Tom Sawyer, (who, whom) most people love, is an amusing character.

1. One of America's finest writers was Mark Twain, (who, whom) was born in November 1835.
2. Mark Twain, (who, whom) was born Samuel Langhorne Clemens, was the fourth of five children.
3. The family's poverty was obvious to (whoever, whomever) made their acquaintance.
4. When he was four, his father, (who, whom) was a hard worker but a poor provider, moved the family to Hannibal, Missouri.
5. When his father died, the boy, (who, whom) was twelve, was apprenticed to a printer.
6. Sam's older brother, Orion, (who, whom) bought the *Hannibal Journal*, gave him his first experience with typesetting and writing.
7. (Whoever, Whomever) struck Sam's fancy became the subject of his witty characterizations.
8. The people (who, whom) Sam spoofed often made trouble for Orion.
9. Orion, (who, whom) was often frustrated with his brother, knew that the satire sold papers.
10. In 1857, young Clemens apprenticed himself to a riverboat pilot (who, whom) he had come to respect.
11. Sam, (who, whom) had received his pilot's license, tried this new trade for two and a half years.

12. The author, (who, whom) called these years the happiest of his life, later wrote about piloting in *Life on the Mississippi*.
13. The young man, (who, whom) wanted nothing to do with the Civil War, went with his brother to Nevada to do some mining.
14. Soon Clemens, (who, whom) had begun using the pen name Mark Twain, was writing for the *Enterprise* in Virginia City.
15. His contributions were popular with (whoever, whomever) would read them.
16. In 1864 Mark, (who, whom) fortune still eluded, went to San Francisco where he worked on several newspapers.
17. He often made time to listen to (whoever, whomever) had tall tales to tell.
18. A miner, (who, whom) Twain met in Calaveras County, provided him with a "jumping frog" story that the author set down in words.
19. Twain, (who, whom) was called the "Wild Humorist of the Pacific Slope," achieved a measure of national fame with this story.
20. Traveling to the Hawaiian Islands, the Mediterranean, and the Holy Land, he was a correspondent (who, whom) wrote glittering pieces for his employers.
21. *Innocents Abroad* was a revision of these experiences that secured the fame of the author, upon (who, whom) fortune seemed to smile at last.
22. In 1869, he married Olivia Langdon, (who, whom) was from Elmira, New York.
23. Olivia, (who, whom) modified many of Mark's exaggerations, sometimes improved their readability but often weakened the writing.
24. Twain, (who, whom) bought a publishing house in Hartford, Connecticut, earned much money from writing, lecturing, and publishing.
25. The writer, (who, whom) now rode the crest of popularity, abandoned journalism for literature.
26. The next few years, 1872–1889, were productive for this man (who, whom) had come so far.
27. William Dean Howells, (who, whom) was editor of the *Atlantic Monthly*, became one of Twain's closest friends.
28. Howells also became his literary adviser, upon (who, whom) Twain depended heavily.
29. The author, (who, whom) was unused to a secure lifestyle, spent his money on high living and unsuccessful investments.
30. (Who, Whom) could have guessed that his heavy investments in both a typesetting machine and a publishing house would fail?

Day 14

► **Exercise 2 Draw two lines under the correct verb form.**

Carey and Mel (is, are) the funniest persons in our class.

1. (Do, Does) the Honeywells live here?
2. The addax, an example of an endangered animal, (is, are) native to Africa.
3. Everyone who attended (is, are) impressed with Mr. Honer's speaking ability.
4. Jesse, along with the Chin sisters, (devote, devotes) much of his time to studying.
5. Connie, Jaleel, and Pearl (advocate, advocates) a generous approach to the situation.
6. Neither the Cadburys nor Mr. Skidmore (own, owns) a riding lawn mower.
7. Physics (is, are) his favorite science course.
8. Al or they (has, have) many resources that will help you with your project.
9. "We can use additional volunteers," (remark, remarks) Paul.
10. Most of the squadron (believe, believes) that the new equipment will improve performance.
11. All of the team (look, looks) forward to the rematch with Westport.
12. The Carillos and Hector (subscribe, subscribes) to that magazine.
13. (Is, Are) the employees taking their vacations in July?
14. The reporters from the newspaper (work, works) very hard to meet deadlines.
15. The board of education (provide, provides) transportation for all field trips.
16. The senator's politics (change, changes) from day to day.
17. Few of the class (arrange, arranges) their schedules with efficiency.
18. Ms. Wu, who is on the staff of school counselors, (provide, provides) an interesting introduction to their program.
19. Cryonics (is, are) a new frontier for many forms of life science.
20. The football player (hope, hopes) for a better season next year.

► **Exercise 3 Draw a line under the word in parentheses that best completes each sentence.**

The mother was proud of her children, for (who, whom) she had sacrificed much.

1. Will you help Addie and (I, me)?
2. The highest producers, Rafael and (he, him), were treated to lunch.
3. The president of the school board (himself, hisself) visited the class.
4. Blame the sophomores rather than (we, us).
5. Anita bought (her, herself) a new pair of shoes for the party.

Day 4

6. Mr. Taylor, (who, whom) he had trusted, proved to be unreliable.
7. In speech class, the class told about (its, their) hobbies.
8. The Millers often go to the lake where (you, they) can relax and revitalize themselves.
9. Anyone who wants to participate must have (his or her, their) physical exam by next week.
10. I bought bouquets for Karin and (she, her).
11. Give this to the first chair flautist, (she, her).
12. Ariel, as well as (he, him), was late for the ballgame.
13. To finance their banquet, the French Club raised two hundred dollars for (them, themselves).
14. Juanita called Kareem, (who, whom) is the chairman of the committee.
15. Each member of the volleyball team received (its, her) award at the dinner.
16. Because (you, he) loves nature, Yoshin is always ready to go camping.
17. Many of our class (is, are) involved in some type of community service program.
18. I can't tell (who, whom) wrote this.
19. The army (is, are) an important part of our nation's defense.
20. Because she is new, Mr. Alvaraz gave Jenny a written copy of (his, her) duties.



Day 5

# Lesson 92 The Apostrophe

Use an apostrophe and -s to form the possessive of singular nouns, singular indefinite pronouns, and plural nouns that do not end in -s. Use an apostrophe alone to form the possessive of a plural noun that ends in -s.

the bus's horn      each one's alibi      the books' covers      the children's room

Put only the last word of a compound noun in the possessive form. If two or more persons possess something jointly, use the possessive form for the last person named. If two or more persons possess an item individually, put each one's name in the possessive form. Also use the possessive form to express amounts of money or time that modify a noun.

my sister-in-law's recipe      Lewis and Clark's journeys  
Rita's and Mark's reports      six hours' difference

Use an apostrophe in place of the letters omitted in contractions:

I will = I'll      She is = She's      They would = They'd

Use an apostrophe in place of numerals omitted from a year, but not with the plural of full dates.

the '93 Midwest floods      the Depression of the 1930s

Use an apostrophe and -s to form the plural of letters and words used as themselves. Italicize only the letter or word, not the apostrophe or -s.

The *o's* in *Ohio* look very much alike in that script.

► **Exercise 1** Write in the blank any word that requires an apostrophe or an apostrophe and -s.

- \_\_\_\_\_ Marjory Stoneman Douglas was born with a crusaders spirit.
1. Marjorys birth took place over a century ago, in 1890.
  2. She grew up in Massachusetts, where, she says, "You couldnt drag me away from books. . . ."
  3. Soon Marjory and her mother went to live at her grandparents house.
  4. During her college years, Marjory became an advocate of womens suffrage.
  5. After college, Marjory worked for one of St. Louis well-known department stores.

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Days

- \_\_\_\_\_ 6. After her marriage to Kenneth Douglas ended, Marjory moved to Miami, Florida, to live with her father Frank and Franks new wife, Lilla.
- \_\_\_\_\_ 7. Frank Stoneman, the publisher of Miamis morning newspaper, crusaded against developers plans for the Everglades.
- \_\_\_\_\_ 8. His editorials didnt stop the governor from a first assault on the Everglades, however.
- \_\_\_\_\_ 9. Marjory responded to her familys and many friends affection.
- \_\_\_\_\_ 10. During World War I, Marjory joined the American Red Cross, Clara Bartons organization.
- \_\_\_\_\_ 11. The Red Cross mission focused on helping wounded soldiers and other war victims, regardless of which side they were on.
- \_\_\_\_\_ 12. The volunteers duties were hard.
- \_\_\_\_\_ 13. Everywhere she went, Marjory saw the despair in refugees faces.
- \_\_\_\_\_ 14. She visited childrens hospitals and clinics throughout France.
- \_\_\_\_\_ 15. Since she had begun to write for her fathers newspaper, Marjory filed several stories from France.
- \_\_\_\_\_ 16. Stationed in Paris at the end of the war, she wrote of the Parisians joy at the armistice.
- \_\_\_\_\_ 17. Returning to Miami, Marjory became the *Miami Herald's* assistant editor.
- \_\_\_\_\_ 18. She and all the writers earned twenty dollars per week because there was no difference between mens and womens wages at the paper.
- \_\_\_\_\_ 19. Marjory wanted her writing to open peoples eyes to social problems, such as labor camps or children in poverty.
- \_\_\_\_\_ 20. Eventually she met Ernest Coe, who wanted to protect the Everglades unique characteristics.
- \_\_\_\_\_ 21. Marjory was impressed by Ernest because a panthers scream in a thicket never bothered him.
- \_\_\_\_\_ 22. Soon the campaign became Marjorys crusade and Ernest's passion.
- \_\_\_\_\_ 23. Marjory and her friends would visit the Everglades to observe herons nests, spoonbills flights, and egrets at rest.
- \_\_\_\_\_ 24. Exhausted by the battle, Marjory took her doctors advice and resigned from the paper.
- \_\_\_\_\_ 25. She wrote short stories, and soon the *Saturday Evening Posts* editor began publishing her writings.

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