

Lesson 1

Agreement in Number

Teaching

A verb must agree with its subject in number. **Number** refers to whether a word is singular—naming one—or plural—naming more than one.

A singular subject takes a singular verb.

That **boy follows** a trail. (singular subject, singular verb)

A plural subject takes a plural verb.

Those **boys follow** a trail. (plural subject, plural verb)

In a sentence with a verb phrase, the first helping verb must agree with the subject.

For the past hour the **boys have been following** the trail.

The **contractions** *doesn't* and *don't* are short forms of *does not* and *do not*. Use *doesn't* with all singular subjects except *I* and *you*. Use *don't* with all plural subjects, *I*, and *you*.

Doesn't this tree **look** old? **Don't** those trees **look** tall?

A. Making Subjects and Verbs Agree in Number

In each sentence, underline the subject. Then underline the verb in parentheses that agrees with the subject.

- The turtles (was, were) sunning themselves on a log.
- Marie (was, were) looking for dragonflies.
- Her teacher (want, wants) her to write a paper on them.
- Arthur (sketches, sketch) in his notebook.
- Anna and Marie (has, have) never seen cattails before.
- The teacher (says, say) cattails are edible.
- They (was, were) disappointed when they tried eating one.
- Jim (has, have) captured a garter snake.
- He (assures, assure) everyone that it is not poisonous.
- Fred (is, are) calling it a "garden snake."

B. Identifying Subjects and Verbs That Agree in Number

In each sentence, underline the subject and circle the verb. On the line following the sentence, write whether the two parts of the sentence **Agree** or **Disagree** in number.

- Fred and John wants adventure on this hike. _____
- They is grabbing at a turtle. _____
- Their teacher reminds them of their promise not to remove any plants or animals. _____
- The students has agreed to that rule. _____
- The turtles have disappeared under the water. _____

Agreement in Number

More Practice

A. Making Subjects and Verbs Agree in Number

On the line following each sentence, write the present tense form of the verb that agrees with the subject.

1. The captain (board) the ship early this evening. _____
2. The musicians (practice) diligently. _____
3. Usually, the plumber (arrive) on the work site before the carpenter. _____
4. The French teacher (like) browsing through bookstores. _____
5. Tom (be) searching for a quote from Shakespeare. _____
6. Fritz (think) the pasta dish is delicious. _____
7. The team members (go) to the library together. _____
8. Thomas (have) been working on that problem for a half hour. _____
9. I (be) the one who spoke up when nobody else would. _____
10. Marty (feel) she knows the piece well enough now. _____

B. Correcting Agreement Errors

In each sentence, underline the subject and circle the verb. If the verb agrees with the subject, write **Correct** on the line to the right. If it does not agree, write the correct verb.

1. Jose are searching for leopard frogs. _____
2. Mary were looking among the bushes. _____
3. I were observing the water striders. _____
4. They actually stand on the water surface. _____
5. Their feet makes little indentations on the surface. _____
6. How many students is on that bus? _____
7. They were told to bring their lunches. _____
8. One student have brought a net. _____
9. How many sets of wings do dragonflies have? _____
10. How do dragonflies and damselflies differ? _____

Agreement Problems in Sentences

Subjects in Unusual Positions In questions, sentences beginning with *here* or *there*, or sentences in which an adjective, an adverb, or a phrase is placed first, the subject can be hard to find. Reorder the words in standard order to determine whether the verb should be singular or plural.

Question Does your **house** have a big yard?
Your **house** does have a big yard.

Here and There Here are the new **bushes**.
The new **bushes** are here.

Beginning Phrase Beyond the hedge lies a **fishpond**.
A **fishpond** lies beyond the hedge.

Predicate Nouns A **predicate noun** follows a linking verb and describes the subject. The verb must agree with the subject, not the predicate noun.

The **delight** of the gardener **is** the old rosebushes.

The old **rosebushes** **are** the gardener's delight.

Prepositional Phrases The subject of a verb is never part of a prepositional phrase. Mentally block out any words between the subject and verb. Make the verb agree with the subject.

This ~~pot of flowers~~ **blooms** in spring. (singular subject and verb)

The ~~flowers in this pot~~ **bloom** in spring. (plural subject and verb)

Making Subjects and Verbs Agree

Underline the subject of each sentence. Draw a line through any phrase that separates the subject from the verb. Finally, underline the verb that agrees with the subject.

1. Houses by Frank Lloyd Wright (is, are) usually on the National Register.
2. (Does, Do) the inexperienced actors in the play know their lines?
3. The students in the honors class (is, are) doing a new project.
4. Movies full of intrigue and adventure (appeals, appeal) to Henry.
5. Off through the woods (runs, run) Little Red Riding Hood.
6. Meals on the road (is, are) a problem.
7. (Does, Do) this restaurant's fish sandwiches taste fishy?
8. Only one can of chicken-with-rice soup (is, are) left on the shelf.
9. "Off with their heads," (shouts, shout) the mad queen.
10. There (is, are) ten eggs still in the refrigerator.
11. (Is, Are) the students' parents invited to the reception?
12. The list of names of donors (is, are) being read now.
13. Down the river (rushes, rush) the racing canoes.
14. (Has, Have) the famous architect visited her completed homes?

Agreement Problems in Sentences

More Practice

A. Making Subjects and Verbs Agree

Underline the subject. Then underline the verb that agrees with the subject.

1. (Is, Are) John and Marie going on the architectural tour?
2. Here (is, are) a building and a gardener's cottage by Frank Lloyd Wright.
3. Maintenance of these older buildings (is, are) difficult.
4. The number of buildings from the 1920s (falls, fall) yearly.
5. (Do, Does) Wright's office building still exist?
6. There (stands, stand) the Adler and Sullivan skyscraper.
7. (Was, Were) Wright working for Louis Sullivan at that time?
8. The list of remarkable structures (is, are) a long one.
9. Here (is, are) one of the first major buildings by Henry Hobson Richardson.
10. Where (was, were) Richardson living then?

B. Correcting Agreement in Number

In each of these sentences, decide whether the verb agrees with the subject. If it does, write **Correct** on the line. If it does not, write the correct form of the verb on the line.

1. Were the exchange student taking English as a second language? _____
2. There was seven ducks in the pond this afternoon. _____
3. Here are the list of books for my biology class. _____
4. Up into the clouds soar the skyscrapers. _____
5. Aren't Aunt Emily a music teacher? _____
6. Have you seen the newly opened apartment building? _____
7. Who construct such large buildings as this one? _____
8. Arsonists is the cause of this terrible fire. _____
9. From the ashes of the burned block rises a new neighborhood. _____
10. There is no Stanford White buildings here. _____
11. A problem for the plumbing and electrical departments are vandals. _____
12. Yes, vandals are always a problem. _____

25.3 Recognizing Paragraphs with Unified Ideas

Unified Paragraphs

In a unified paragraph, all the supporting information develops the main idea.

QUALITIES OF A UNIFIED PARAGRAPH

1. A clearly stated main idea
2. A plentiful amount of supporting information
3. All supporting information related to the main idea

EXERCISE A: Creating Paragraph Unity. In each paragraph, underline the sentence that is not related to the main idea.

EXAMPLE: Bruce played well in last night's basketball game. He led all the other scorers. He moved around the court fast. He is so fast he could consider entering track events. He intercepted a number of passes and even blocked a shot by the other team.

1. Savannah, Georgia, is an interesting city to visit. Atlanta, Georgia, also attracts visitors. In downtown Savannah, several historic houses dating back to the early nineteenth century are open to the public. If you take a walking tour, you can see the tree-lined squares the city is famous for.

2. The students in our class meet each Monday to plan our weekly newspaper. Reporters decide which school-related events to cover. Artists plan the cover of our paper and decide which articles to illustrate. My mother loves the illustrations in our class newspaper. Feature writers suggest topics they think will interest our readers.

3. Computers help writers in a number of ways. With a computer, a writer never has to face a messy draft. Material can be inserted or deleted easily. Writers are always changing and rearranging their work. A writer can also move a word, sentence, or paragraph by pressing a few keys. Later, the material can easily be stored on a disk.

4. The summer camp I am going to offers an exciting program. Campers can take lessons in acting as well as instruction in ballet and modern dance. There are many water sports such as boating, canoeing, and waterskiing. Everyone should learn how to swim. In the computer center, campers learn programming.

EXERCISE B: Replacing Unrelated Information. Replace each sentence you underlined in the paragraphs above with a sentence that supports the main idea of the paragraph.

EXAMPLE: He dribbled the ball down the court and made a quick jump shot.

1. _____
2. _____
3. _____
4. _____

25.4 Recognizing Well-Organized Paragraphs

Chronological Order

Use chronological order to present details in the order of their occurrence.

USES OF CHRONOLOGICAL ORDER
1. To explain how to do or make something 2. To tell about an incident

Spatial Order

Use spatial order to present details according to their location.

USES OF SPATIAL ORDER
1. To describe large objects viewed from a distance 2. To describe a person or a thing

EXERCISE A: Arranging Events in Chronological Order. Each topic sentence is followed by a list of supporting details. Number the details according to chronological order. The first item is done for you.

- Every day when I come home from school, I follow the same routine.
 - ___ Next I head for the kitchen and make myself a healthful snack.
 - 1 I unlock the door and call, "Anyone home?"
 - ___ When I have finished eating, I relax for a while.
 - ___ If no one answers, I head for my room and toss my bookbag down.
- Our popcorn maker is easy to use.
 - ___ When the kernels are popped, they will emerge from the popper.
 - ___ Put the kernels in the yellow container on the top of the popper.
 - ___ To begin, plug in the machine.
 - ___ Turn on the machine and lift the handle of the yellow container allowing the kernels to fall inside the machine.
 - ___ Have a bowl ready to catch them.

EXERCISE B: Arranging Events in Spatial Order. Each topic sentence below is followed by a list of supporting details. Number the details according to spatial order. The first item is done for you.

- From head to toe, she was dressed for working in the garden.
 - ___ A pair of socks and sneakers completed the outfit.
 - ___ Beneath the hat, a pair of red rimmed sunglasses were perched on her nose.
 - ___ A pair of well-worn jeans allowed her to move easily.
 - 1 On her head was a straw hat that protected her from the sun.
 - ___ Her red cotton polo shirt felt comfortable and cool.
- The planetarium was filled with fascinating sights.
 - ___ Beyond the lunar display was a huge room filled with a moving model of the solar system.
 - ___ From the entrance way we saw a huge model of the moon.
 - ___ Still farther along was a smaller room with photographs of Earth taken from space.
 - ___ But the last and best part of the planetarium was the sky show projected on the huge dome.

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25.4 Recognizing Well-Organized Paragraphs

Order of Importance

To organize supporting information according to order of importance, begin with the least important idea and build toward the most important idea.

ORDER OF IMPORTANCE	
Topic Sentence	I knew I would do badly on the test.
Least Important Idea	<i>First of all</i> , I'd gotten up late and rushed.
More Important Idea	<i>Then</i> I realized I'd forgotten my pens and pencils.
Most Important Idea	<i>Worst of all</i> , I had not studied well the night before.

Comparison and Contrast Order

Comparison and contrast order means that supporting information is organized to show similarities and differences.

COMPARISON AND CONTRAST	
Topic sentence	Both vegetable and flower gardens are delightful and useful, but in different ways.
First similarity or difference	Either kind of garden gives us the pleasure of watching things grow.
Second similarity or difference	Both flowers and vegetables need weeding and watering.
Third similarity or difference	A well-cared-for vegetable garden adds fresh food to our meals, while flower gardens can fill our homes with beautiful blossoms.

Other Logical Orders

Some paragraphs may require special logical orders of their own.

EXERCISE A: Arranging Supporting Information According to Order of Importance. The topic sentence below is followed by a list of supporting information. Number the list in order of importance.

Topic sentence: We should elect Carla to the student council.

- _____ Most important, she is an excellent speaker and can express opinions clearly and forcefully.
- _____ Besides, she served as alternative representative last year, so she has some experience.
- _____ In addition, she knows what we think about most school matters.
- _____ She is a responsible person who will represent us well.

EXERCISE B: Arranging Supporting Information According to Comparison and Contrast Order. Number the list of supporting information below according to comparison and contrast order.

Topic sentence: Members of the Senate and members of the House of Representatives are elected according to different rules.

- _____ The number of senators elected from each state is always two.
- _____ Representatives, on the other hand, are elected every two years.
- _____ Senators must be 30 years of age.
- _____ Senators serve for six years.
- _____ In contrast, the number of representatives varies according to state population.
- _____ However, representatives are only required to be 25 years old.

25.5 Recognizing Smooth Connections Within Paragraphs

Transitions

Transitions are words that help connect ideas and point out logical order.

COMMON TRANSITIONS			
For Chronological Order.		For Spatial Order	
after	first	soon	above
before	later	then	across
earlier	next	until	behind
eventually	now	while	beyond
			in front of
			near
			on the right
			outside
For Order of Importance		For Comparison and Contrast Order	
also	for one reason	although	instead
finally	furthermore	both	like
first of all	moreover	but	similarly
for example	most important	however	yet

EXERCISE A: Recognizing Transitions. Underline five transitions used in each paragraph below.

EXAMPLE: In the distance you can see the Blue Hills.

- In front of the house is a green, well-tended lawn. To the right of the front entrance is a driveway, and to the left is a flower garden. Behind the house is a vast yard with a swimming pool and a rock garden. Beyond both the swimming pool and the garden is a picnic table and some outdoor chairs.
- Caroline was working on her speech. Earlier, she had written down a list of topics she wanted to cover. Now she was reviewing this list, crossing out some topics and adding others. After she was satisfied with the list, she would devise an attention-getting opening sentence. Later, she would practice in front of the mirror, and eventually she would present the speech to a live audience.

EXERCISE B: Using Transitions to Connect Ideas. Complete the paragraph below by writing an appropriate transition for each blank space. Write the transitions on the numbered lines below the paragraph.

EXAMPLE: My math teacher gives daily assignments. _____, my English teacher gives long term projects. In contrast

My English teacher and my math teacher run their classes differently. My English teacher usually begins class with a discussion. (1) _____, my math teacher starts each class by giving us a problem to solve. (2) _____ is the way they assign homework. My English teacher writes the homework on the blackboard. (3) _____, my math teacher gives us a weekly assignment sheet. During class my math teacher uses the blackboard a great deal. (4) _____, my English teacher rarely writes on the board. Each teacher ends the class differently. My English teacher reads us a poem or a selection from a book, (5) _____ my math teacher briefly reviews the day's lesson. They are both effective teachers, but they are quite different.

- _____
- _____
- _____
- _____
- _____