

# UNIT 14

## Subject-Verb Agreement

### INTRODUCTION

Dear Student,

You are welcome to Unit of Module EL/1. In this unit 2, you will learn about how verbs used with their subjects in their singular and plural forms.

#### Aims

1. To enable you, through examples and practice, to construct correct sentences in which the subject and the verb agree according to person and number by using either singular or plural forms.
2. To prepare you to teach primary school learners how to construct correct sentences in which the subject and the verb agree according to person and number by using either singular or plural forms.

#### Objectives

By the time you finish working through this unit, you should be able to:

1. Decide when to use a singular or plural verb form with a subject according to person or number.
2. Choose the right form of verb to use where intervening phrases appear between the subject and the verb.
3. Use the appropriate verb forms with compound subjects.
4. Use the right verb forms with compound subjects.
5. Use the knowledge gained to teach **subject-verb agreement** more effectively to primary school pupils.

## Topics to be covered

This unit is divided into 5 topics.

Topic 1, **Subjects and verbs**, has 3 sub-topics.

- a) Singular subjects with singular verbs.
- b) Plural subjects with plural verbs.
- c) The agreement of subjects and verbs where intervening phrases occur.

Topic 2, **Agreement of verbs with indefinite pronouns used as subjects**, has 3 sub-topics.

- a) Singular.
- b) Plural.
- c) Singular and plural.

Topic 3, **Compound subjects and verbs**, has 3 sub-topics.

- a) Subjects joined by *and*.
- b) Singular subjects joined by *either ... or* or *neither nor ....*
- c) A singular and a plural subject joined by *either or* or *neither nor*.

Topic 4, **Some problems in subject-verb agreements**, has 7 sub-topics.

- a) Collective nouns may be plural or singular.
- b) Expressions starting amounts and their verbs.
- c) The title of a book or the name of an organization or country and its verb.
- d) A few nouns take a singular verb.
- e) *Every* and *many a*.
- f) Verbs in clauses that follow *one of those*.
- g) *the* and *a*.

Topic 5, **Agreement of pronoun and antecedent**, has 3 sub-topics.

- a) Word referred to by a singular pronoun and their verbs.
- b) Antecedents joined by *either or* or *neither nor*.

- c) Antecedents joined by *and*.

## Subject orientation

The knowledge you acquired in this Module on parts of speech will be helpful to you in your study of this unit on subject-verb agreement.

## TOPIC 1: SUBJECTS AND VERBS

### a) SINGULAR SUBJECTS WITH SINGULAR VERBS

Some words in English have matching forms to show grammatical relationships. Forms that match in this way are said to agree. A verb agrees with its subject in number.

Singular subjects take singular verbs.


Examples

- Singular subjects: she, it boy, fly, tomato, house.
- Singular verbs forms: is, was, has.

- |                                   |                       |
|-----------------------------------|-----------------------|
| 8. You are well this week.        | 1. She has a book.    |
| 9. You were sick last week.       | 2. I have a book.     |
| 10. She plays netball.            | 3. You have a book.   |
| 11. He reads newspapers everyday. | 4. The boy was here.  |
| 12. He teachers English well.     | 5. The door was open. |
| 13. She cries very loudly.        | 6. The house is big.  |
|                                   | 7. The mango is ripe. |

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|--|
| <ul style="list-style-type: none"><li>◆ In matching subject and verb, the <b>number</b> of the <b>object</b> does not matter, e.g. sentences 1, 2 and 3 could have plural objects and 11 could have singular subject.</li><li>◆ Possessive <i>has</i> verb <i>to be</i> (<i>is, was</i>) used with third person singular are both singular (as in sentence 4, 5, 6, 7).</li><li>◆ The <i>simple present tense</i> when used with third person singular sometimes</li></ul> |
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	ends in <i>s</i> (as in sentences 10, 11), <i>es</i> (as in sentence 12), and in <i>ies</i> (as in sentence 13).
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	<p><b>ACTIVITY EL/6-1</b></p> <ol style="list-style-type: none"> <li>In your note, write 5 short sentences of your own where singular subjects agree with singular verbs.</li> <li>Underline the subject one and the verb twice in each of the ten sentences you have written.</li> </ol> <p>Discuss your answers with your peers and Co-ordinating Centre Tutor.</p>
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## b) PLURAL SUBJECTS WITH PLURAL VERB FORMS

In sub-topic a), you learnt that singular subjects take singular verbs. You will also need to know that plural subjects take plural verbs.

Look at the following sentences closely, paying attention to how singular subjects agree with singular verbs, and plural subjects agree with plural verb forms.

1.	You ( <i>singular</i> ) have a good shirt.	11	He was ill.
2.	You ( <i>plural</i> ) have good shirts.	12	They were ill.
3.	You ( <i>singular</i> ) have a good school.	13	She sees.
4.	You ( <i>plural</i> ) have a good school.	14	They see.
5.	She wept bitterly.	15	He thinks.
6.	They wept bitterly.	16	They think.
7.	It died.	17	They are late.
8.	They died.	18	The boys were late.
9.	I was at home the whole day yesterday.	19	We have a good English tutor.
10	We were at home the whole day yesterday.	20	I can see well.

<p>◆ When the verb <i>have</i> is used with second persons, the subject can either be singular or plural depending on number (as in sentences 1, 2, 3, 4).</p>
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- ◆ All past tense verbs have the same form in the singular and plural except the verb to be. The verb to be. The verb to be takes the form was when used with I (first, person singular), he she, it (third person singular) as the subject (as in sentences 5, 6, 7, 8). And the form of the verb to be/where is used with first person plural (they) (as in sentences 10, 12). And second person singular.
- ◆ The form are, were, have, as seen in sentences 17, 18, 19 are plural.
- ◆ The verbs used with I in the first person singular do not end in s (as in sentences 20, 21).

**c) THE AGREEMENT OF SUBJECTS AND VERBS WHERE PHRASES OCCUR BETWEEN THE SUBJECT AND THE NOUN**

The number of the verb is not changed by the number in the phrase following the subject. The verb following the phrase in a sentence agrees with the number of the subject, not with the number in the phrase following the subject.

Examples

1. a) The boys were strong.  
b) The boys *of the second group* were strong.
2. a) The performance was poor.  
b) The performance *of the three candidates* was poor.
3. a) A cure has been found.  
b) A cure for mumps and measles has been found.

In the examples above, the phrases between the subject and noun are:

**of the second group** (which is singular) in example 1b.

**of the three candidates** (which is plural) in example 2b.

**for mumps and measles** (which is plural) in example 3b.

These phrases do not affect the subject and verb in the sentences where they occur.

◆ It is worth noting that singular subjects can be followed by phrases beginning with:

*together with as well as in addition to accompanied by*

Examples

1. **The chairman, *together with eight members* of the committee, **was invited** by the director.**
2. **The meeting, *in addition to the circular*, **emphasizes** the three objectives.**
3. **The headmaster, *as well as the three students*, has agreed to the suggestion.**
4. The president, *accompanied by* his daughter, is attending the wedding.

#### ACTIVITY EL/1/6-2

In the following sentences underline one of the two verbs in brackets that agrees with the subject.

1. The cause of accidents (**has/have**) been the subject of inquiry in Uganda.
2. The heartbeat as well as other factors (**cause/causes**) blood to flow throughout the body.
3. Young women (**live/lives**) next door.
4. A solution to these problems (**has/have**) been found.
5. The sequence of political events in Uganda (**is/are**) complex and well worth studying.
6. The most recent and outstanding events in the history of Uganda (**has/have**) yet to be written about.
7. Lightning accompanied by a dreadful thunder (**frighten/frightens**) children.
8. A decision about the problem of our students (**has/have**) been taken
9. All girls in the class (are/is) able to solve equation.
10. The monkeys (cry/cries) all night.

Check your answers with those given at the end of this Unit.

## TOPIC 2: AGREEMENT OF VERBS WITH INDEFINITE PRONOUNS USED AS SUBJECTS

Indefinite pronouns are pronouns which do not represent particular nouns. For example, the following pronouns are more or less indefinite in meaning:

*everybody    someone    everything    all    none*

Some of them are always singular, some are always plural and yet some others may be singular or plural depending on the meaning of the sentence. In addition, such pronouns are often followed by a phrase. Therefore, you should first determine the number of the pronoun and then remember the rule about phrases that come between subjects and verbs.

### **a) SINGULAR**

Let us now examine indefinite pronouns in the singular form.

*each, one, no one,*  
*everyone, anyone, someone,*  
*anybody, somebody, everybody.*

Examples.

1. Each does his own cooking.
2. Each of the boys does his own cooking.
3. Everyone wants more money.
4. Every one of the workers wants more money.

### ACTIVITY EL1/6-3

For each of the following sentences: **a)** identify and underline the subject, **b)** choose one of the two verbs which agrees with the subject in number, and write it in the space provided.

1. Each of the pictures (**was/were**) in a silver frame. \_\_\_\_\_
2. One of my friends (**play/plays**) the piano. \_\_\_\_\_
3. Each of our cars (**is/are**) still unwashed. \_\_\_\_\_
4. Each of these rare animals (**has/have**) precious horns. \_\_\_\_\_
5. No one in the theatre audience (**was/were**)  
pleased with the film \_\_\_\_\_
6. Every one of these jeans (**is/are**) too small. \_\_\_\_\_
7. One of my classmates (**was/were**) asked to help out. \_\_\_\_\_
8. The lack of funds (**present/presents**) a problem. \_\_\_\_\_
9. Everybody living in Entebbe (**go/goes**) to Kampala \_\_\_\_\_

Check your answers with those given at the end of the Unit

### b) PLURAL INDEFINITE PRONOUNS

The following are some of the examples of plural indefinite pronouns.

*several, few. Both, many.*

Examples.

1. Several of the choir members were absent.
2. Few of my staff really appreciate my work.
3. Both my legs are broken.
4. Many were invited but few were entertained.



**ACTIVITY EL/1/6-4**

Re-write these ten sentences, following the instructions that appear in brackets after each of them. Sometimes the addition will affect agreement. Make sure that you make the subject and verb of the new sentence agree. Underline each subject once and each verb twice. Example

Every one of the new buildings was damaged in the earthquake. (Change everyone to all)

All of the new buildings were damaged in the earthquake.

1. This group sings better than any of the others. [Add Two members of before “This group”.]

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2. A tortoise swims near the surface. [Add like a hippo and crocodile after “tortoise.” [Put a comma before and after the added phrase.]

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3. Groundnuts were transported across the lake. [Add one lorry full of before “groundnuts”]

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4. Several were unfairly treated. [Add of our group after “several”]

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5. Everyone of the officers has been equipped with electric typewriters [Change “everyone” to All but three]

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6. Each of the other witnesses agrees with my account of the accident. [Change “each” to all.]

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7. Every shilling has been used up. [Change “Shilling” to tickets.]

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8. Her struggle to overcome illness was finally successful. [Add and financial reverses after “illness”.]

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9. The sky looks promising. [Add as well as the wind and the water after “sky”. Set off the addition with commas.]

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10. Robert Aloro, one of our regular goal scorers, has netted one. [Change “has” to always.]

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Check your answers with those given at the end of this Unit.

### c) THE NUMBERLESS INDEFINITE PRONOUNS

These indefinite pronouns are numberless because they can be used with plural, singular and non-count nouns: *some, any, none, all, most*.

◆ The above indefinite pronouns can be used with both singular and plural verb forms.

Examples of numbers pronouns used with singular verb forms.

1. *Some* of the milk was sour.
2. *Has any* of the evidence been presented?
3. *None* of the pupils has a pencil.
4. All the coffee has been stolen.

5. *Most* of the food was theirs.

Examples of numbers pronouns used with plural verb forms.

1. *Some* of the teachers are male.
2. *Have* any of the rebels been arrested?
3. *All* the players have been injured.
4. *Most* of the cars are old.

### TOPIC 3: COMPOUND SUBJECTS AND VERBS

In your work on sentence construction in Module EL/1, you dealt with subject and predicate. You will recall that in a sentence like:

*John kicked a ball,*

*John* is the subject and *kicked* the ball is the predicate. We have the verb *kicked*. You will further recall that the verb *kicked* requires something to complete the action of kicking - (kicked what?) – a ball. Here, *ball* is the object of the verb *kicked*.

In other words, in:

*John kicked a ball,*

We have:

S	+	V	+	O
John		kicked		(a) ball

Examine what happens when two words are connected to form the subject of the verb. Such words, usually joined by *and* or *or*, are called compound subjects. Compound subjects may take singular or plural verb forms depending on whether the words joined are singular or plural and on what the connection word is.

a) **SUBJECTS JOINED BY *and***

Compound subjects joined by *and* take a plural verb.

Examples:

1. *The horse and the elephant are mammals.*
2. *Julia and her twin sister look alike.*
3. *The walls and the ceiling were beautifully decorated.*

◆ When the parts of a compound subject are considered as a unit, or when they refer to the same thing, a singular verb is used.

b) **SINGULAR SUBJECTS JOINED BY *either ... or* or **OR** *neither ... nor***

When singular subjects are joined by *either ... or* or *neither ... nor*, they take a singular verb.

Examples:

1. Neither my brother or my sister is likely to be at home.
2. Neither the President of the company nor the Manager is a college graduate.
3. Either Atim or Mugisha is to go to Kampala next week.
4. The dress was neither red nor blue.
5. Neither Tom nor Sarah is going out.

**c) A SINGULAR AND A PLURAL SUBJECT JOINED BY either ... or OR neither ... nor**

When a singular subject and a plural subject are joined by either ... or or neither ... nor, the verb agrees with the subject nearest to the verb.

Examples:

1. Either the lawyers or the judge is wrong.
2. Either the judge or the lawyers are wrong.
3. Either the students or the teacher is wrong.
4. Either the teacher or the students are wrong.
5. Neither the chief nor the chairman are here.
6. Neither the children nor the mother has knowledge about the joinery.

### ACTIVITY EL/1/6-5

A Read each of the following sentences. If the verb in the sentence correctly agrees with the subject, put a tick against the sentence but if the verb does not agree with the subject, put a cross.

1. One of the oldest foods in Uganda is millet.
2. Neither Uganda nor Kenya was represented in the 1994 World cup tournament.
3. The lady have yet to be introduced.
4. Neither John nor Jane failed the examination.
5. Cheeses of every kind has nourished both.
6. The art of making *lire lira* are older than recorded history
7. The appearance and the nutritional value of different kinds of bananas varies widely.
8. Each of the different varieties have a unique history.
9. Special equipment, as well as careful planning, is necessary to make any kind of beer.
10. Instant coffee and Kaawa Kawomera coffee ranks high among Ugandan coffee brands.

B. Construct 5 sentences in which subjects and verbs agree.

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## TOPIC 4: SOME PROBLEMS IN SUBJECT – VERB

### AGREEMENT

When the subject follows the verb, as in questions and sentences beginning with *here*, *where* and *there*, be careful to determine the subject and make sure that the verb agrees with it.

Examples:

1. a) There are three choices you can make.

- b) There is an extra question on this page
- 2. a) Where are your ruler and pencil?  
b) Where is your drink?
- 3. Where are the dress and the ring?
- 4. There are some cows in the field.
- 5. a) Here are the pen and the pencil.  
b) Here is your book.

**a) COLLECTIVE NOUNS MAY BE PLURAL OR SINGULAR**

A collective noun refers to a number of individuals considered as one group.

Examples:

*Crowd, public, troop, group, army, staff, team, audience, fleet, committee, jury, orchestra, club, flock, herd, class, swarm, shoal, etc.*

A collective noun takes a plural verb when the speaker is thinking of the individual members of the group. It takes a singular verb when the speaker is thinking of the group as a unit.

Examples:

- 1. The crowd were fighting for their lives. [In this sentence, the speaker is thinking of the individuals in the crowd.]
- 2. The crowd was orderly. [In this sentence the speaker is thinking of the crowd as a unit]

□ What is the difference between these sentences?

1. The family have agreed to share the little food available among themselves.
2. The family is the basic unit in our society.

**b) EXPRESSIONS STATING AMOUNTS**

Expressions stating amount such as *time, money, measurement, weight, volume* and *fractions* are usually singular when the amount is considered as a unit.

Examples:

1. Three years in a strange country seems a long time.
2. Ten thousand shillings is not enough to buy a new car.
3. Three quarters of the money has been recovered.

When the amount is considered as a number of separate units, a plural verb is used.

Examples:

1. These last three months have been full of surprises.
2. The first two years were difficult.
3. There are twenty kilograms of sugar to be shared among the five club members.
4. There are only five packets of milk left.
5. The last four days in the course were smooth.



**c) THE TITLE OF A BOOK OR THE NAME OF AN ORGANIZATION OR COUNTRY**

These usually take a singular verb even when they are plural in form because each represents a single unit.

Examples:

1. The Rivals is a very interesting play.
2. The United States of America has made a lot of progress in scientific discovery.
3. Uganda Airlines flies to London twice a week.

**d) SOME PLURAL NOUN FORMS TAKE A SINGULAR VERB FORM**

Some nouns such as *mumps*, *measles*, *civics*, *economics*, *mathematics*, *physics*, etc. take a singular verb although they are plural in form because each represents a single unit.

Examples:

1. Mumps makes one look funny.
2. Measles still remains the greatest killer of children in the developing World.
3. Civics provides the basic knowledge about society.
4. Although Mathematics is a very useful subject, there are few teachers who can teach it well.

On the other hand, the following words are more often plural than singular: athletics, acoustics, gymnastics, tactics, etc. The word politics may be either singular or plural, and scissors and trousers are always plural.

- e) *every* AND *many* a

When every and many a are used before a word or a series of words, they are followed by a singular verb.

Examples:

1. Every man, woman and child has to run for safety when faced with danger.
2. Many a student teacher looks forward to the ending of the course.
3. Many a hunter goes out well armed.

#### **f) VERBS IN CLAUSES THAT FOLLOW one of those**

In acceptable English, verbs in clauses that follow one of those are always plural because the verb is part of the clause starting those, therefore, following a plural subject.

Examples:

1. That is one of those mistakes that are common in spoken English.
2. Okello is one of those students who play football very well.
3. She is one of those teachers that hate indiscipline.
4. She is one of those ladies that are doing the English course here.
5. Peter is one of those boys run fast.

#### **g) the AND a**

The word number is singular when preceded by the and plural when preceded by a.

Examples:

1. The number of students interested in drama is growing.
2. A number of students are joining the drama.

### ACTIVITY EL/1/6-6

Underline the correct verb forms from those supplied in the brackets in each of the following sentences:

1. Three years on a diploma course (seem/seems) like a long time.
2. These last six months of the course (has/have) been of great value to me.
3. Kampala drapers (stock/stocks) very fashionable suits.
4. The United Nations (has/have) condemned the abuse of human rights whenever it occurs.
5. Knowledge of physics (is/are) essential for this type of job.
6. Tactics (is/are) part and parcel of guerrilla warfare.
7. Many a farmer (get/gets) a poor harvest because of weather.
8. He (doesn't/don't) know the value of sending children to school.
9. Ocitti is one of the philosophers who (love/loves) humanity.
10. The number of qualified teachers in our schools (is/are) growing.

Check your answers with those given at the end of this Unit.

## TOPIC 5: AGREEMENT OF PRONOUNS AND THEIR ANTECEDENTS

Apart from the different forms of subject-verb agreement we have discussed, we can also talk about agreement of pronouns and their antecedents. An antecedent is a word or phrase to which a pronoun refers, more especially with relative pronouns such as: which, that, whose, etc. A pronoun agrees with its antecedent in number and gender. In this case, gender means the male or female word to which the pronoun refers.

All you have learned about subject-verb agreement will be useful to you in making pronouns agree with their antecedents. Now, study the following examples in which the antecedents and the pronouns referring to them are printed in bold print.

1. Mrs Jane Okiror did her best.
2. One of the boys injured his ankle.
3. Neither of the girls achieved her purpose.
4. The women in the League expressed their opinions forcefully.
5. The city is proud of its parks.
6. I recognized one of the girls, but I didn't speak to her.

◆ As a rule, the pronoun is singular when the antecedent is singular or plural, when the antecedent is plural.

The **pronoun** is:

1. **masculine** (he, him, his) when the **antecedent** is **masculine**.
2. **feminine** (she, her, hers) when the **antecedent** is **feminine**.
3. **neutral** (it, its) when the antecedent is neither **masculine** nor **feminine**.

#### a) **WORDS REFERRED TO BY A SINGULAR PRONOUN**

These words:

each, everyone, everybody  
no one, nobody, anyone, anybody,  
someone, somebody,

are referred to by the singular pronoun:

he, him, his, she, hers, it, its.

The use of a phrase after the antecedent does not change the number of the antecedent.

Examples:

1. Each of the women had removed er shoes
2. Nobody in a position of authority had given his approval of the bill.

3. None of the girls had her hair cut.

◆ The antecedent one always takes the pronoun one one's. Examples.

1. One should always respect one's parents.

2. If one were to act in this way, one would soon discover one's error.

In this situation whether the antecedent is masculine or feminine, use the masculine pronoun. Avoid the awkward use of the two pronouns for example, "If anyone calls tell him or her to call back". In spoken English, the plural is an acceptable way of avoiding the determination of gender for example: "If someone calls, tell them to call back later."

### **b) ANTECEDENTS JOINED BY *or* OR *nor***

Two or more singular antecedents joined by either ... or, or neither ... nor should be referred to by a singular pronoun.

Two or more singular antecedents joined by either ... or, or neither ... nor should be referred to by a singular pronoun.

Examples:

1. Neither Nambi nor Acen had her keys with her.

2. Neither the student nor the teacher is wrong.

### **c) ANTECEDENTS JOINED BY *and***

Two or more singular antecedents joined by and should be referred to by a plural pronoun.

Examples:

1. Nambi and Acen sat with their coats on.

2. Kasimbazi and Lule cleaned their room
3. Sarah and Mubiru ate their porridge in the room.
4. Tom and Jane walked with their heads down.

## SUMMARY

In this Unit you learnt about:

- subjects and verbs
- agreement of verbs with indefinite pronouns used as subjects.
- Compound subjects and verbs.
- Some problems in subject-verb agreements
- Agreement of pronouns and their antecedents.

## GLOSSARY

Using these words, complete the table below: -

*Draper*

*Embark*

*Jury*

	Start or engage in.
	Group of people in a law court chosen to listen to the facts of a case and to decide whether the accused is guilty or not.
	A shopkeeper who sells clothes and clothing.

## NOTES AND ANSWERS TO THE ACTIVITIES

### ACTIVITY EL/1/6-1

Discuss your answers with your peers, and the Co-ordinating Centre Tutor.

### ACTIVITY EL/1/6-2

- |           |              |
|-----------|--------------|
| 1. has    | 6. have      |
| 2. causes | 7. frightens |
| 3. live   | 8. has       |
| 4. has    | 9. are       |
| 5. is     | 10. cry      |

### ACTIVITY EL/1/6-3

#### SUBJECT

#### VERB

- |   |                 |
|---|-----------------|
| 1. Each (of the pictures)                       | <b>was</b>      |
| 2. One (of my friends)                          | <b>plays</b>    |
| 3. Each (of our cars)                           | <b>is</b>       |
| 4. Each (of these rare animals)                 | <b>has</b>      |
| 5. None (of the people in the theatre audience) | <b>was</b>      |
| 6. Everyone (of these jeans)                    | <b>is</b>       |
| 7. One (of my classmates)                       | <b>was</b>      |
| 8. The lack (of funds)                          | <b>presents</b> |
| 9. Everybody living in Entebbe                  | <b>goes</b>     |

### ACTIVITY EL/1/6-4

1. Two members of this group sing better than any of the others.
2. A tortoise, like a hippo and crocodile, swims near the surface.
3. One lorryful of groundnuts was transported across the lake.
4. Several of our group were unfairly treated.
5. All but three of the officers have been equipped with electric typewriters.
6. All the other witnesses agree with any account of the accident.
7. All the tickets have been used up.

8. Her struggle to overcome illness and financial reverses was finally successful.
9. The sky, as well as the wind and the water, looks promising.
10. Robert Aloro, one of our regular goal scores, always nets one.

**ACTIVITY EL/1/6-5**

- |   |    |         |     |          |
|---|----|---------|-----|----------|
| A | 1. | a tick  | 6.  | a cross  |
|   | 2. | a tick  | 7   | a. cross |
|   | 3. | a cross | 8.  | a cross  |
|   | 4. | a tick  | 9.  | a tick   |
|   | 5. | a cross | 10. | a cross  |

- B Discuss your answer with your peers and Co-ordinating Centre Tutor.

**ACTIVITY EL/1/6-6**

- |    |       |     |         |
|----|-------|-----|---------|
| 1. | seems | 6.  | are     |
| 2. | have  | 7.  | gets    |
| 3. | stock | 8.  | doesn't |
| 4. | has   | 9.  | love    |
| 5. | is    | 10. | is      |

**END OF UNIT EXERCISE EL/1-6**

This assignment is intended to help you consolidate what you have learnt in this Unit. You are, therefore, advised to read the whole Unit again before you attempt the following questions. Individually make notes which will prepare you for a group discussion at the Saturday seminar. These notes will serve as a summary of what you have learnt in the Unit.



At the Saturday seminar, you will compare notes with your peers under the guidance of your Co-ordinating Centre Tutor. At this point, you can refer to the answers given at the end of this Module.

1. Construct one sentence for types a - f.
  - a) Singular subject agrees with singular verb
  - b) Plural subject agrees with plural verb.
  - c) Subject agrees with singular verb.
  - d) Pronouns used as subjects agree with verbs.
  - e) Compound subject agrees with verbs.
  - f) Pronoun agrees with antecedent.

Go over the sentences you have constructed and underline the subjects once and verbs twice.

## LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now finished Unit 6 of Module EL/1. The Learning Outcomes are listed below. You are now expected to demonstrate your competence by ticking the column that reflects your learning.

LEARNING OUTCOMES	NOTE SURE	SATISFACTORY
1. I construct correct oral and written sentences in which the subject and the verb agree with person and number or singular and plural forms.		
2. I can easily tell between a sentence in Which a verb agrees with its subject or a		

pronoun with its antecedent and that one that does not.		
3. I am able to teach subject-verb agreement more efficiently to my classes.		

If you have placed a tick in the not sure column, re-read the relevant part of this Unit to reinforce your learning. If you feel you are satisfied in all areas, well done! If you are still not satisfied with one area, discuss them with your peers and Co-ordinating Centre Tutor.