

Guided Conversation 128

DISCUSSION POINTS

1. What do you think is the secret of old age? What do you think is the secret of prolonging one's life as long as possible?
2. Do you think that drinking (alcohol) is a good habit? Do you drink? Is alcoholism a social problem in Italy?
3. Have you ever been to hospital (as a patient)? If so, describe exactly what happened.
4. With increasing frequency we are being told that a correct diet is the secret to most of our troubles. What do you think about it? Have you ever dieted? Why? With what results?
5. What would you do if you suddenly won the football pools or a lottery - or were unexpectedly left a lot of money in a will?

ROLE PLAY

First dialogue: two people talking about a third person.

Person A

Person B

Whatever happened to your cousin George?

.....

.....

He emigrated to Alaska.

Do you ever hear from him?

.....

.....

Oh yes, we still keep in touch.

What's he doing out there?

.....

.....

He's working with a construction company.

Oh yes, he's an architect, isn't he?

.....

.....

No, he's a civil engineer.

I don't remember whether he's married or not.

.....

.....

He's divorced and remarried since you last saw him.

Have you ever been to Alaska to visit him?

.....

.....

Not yet, but I'm planning to go this summer.

Second dialogue: boss and secretary making an appointment for third person.

Secretary

Mr Brown

Mr Brown, Ms Jenkins is on the line.

.....

.....	What does she want?
She'd like to make an appointment with you.
.....	I wonder what she wants to see me about.
She didn't say. Would you like me to ask her?
.....	No, just fix an appointment for tomorrow.
What time would be convenient?
.....	Any time after three o'clock.
Right, tomorrow afternoon after three.

EXERCISES

Use of gerunds after a preposition

Example:

What do you use a fork for? (prompt: for)	<i>For eating food with.</i>
How do you extinguish a candle? (prompt: by)	<i>By blowing it out.</i>

Prompt (if necessary)

- How do you make sure you'll wake up in the morning?	<i>by (setting - alarm)</i>
- After getting up, you have breakfast. How do you make fresh fruit juice?	<i>by (squeezing)</i>
- When do you dry yourself?	<i>after</i>
- When do you put your pyjamas on?	<i>before</i>
- When do you get dressed?	<i>after</i>
- When do you put your socks on?	<i>before</i>
- How can you make your shoes shine?	<i>by (polishing)</i>
- When do you peel an orange?	<i>before</i>
- When would you set / lay the table?	<i>before</i>
- How would you find out if a bottle of wine was good?	<i>by</i>
- How would you divide a chicken into portions?	<i>by</i>
- What are vegetarians against?	<i>against</i>
- When would you wash the dishes?	<i>after</i>
- And when would you rinse them?	<i>after</i>
- How do you wash clothes?	<i>by</i>
- And how would you get them dry?	<i>by</i>
- When do you iron your clothes?	<i>after</i>
- What do you use a vacuum-cleaner for?	<i>for</i>
- What do you use a refrigerator for?	<i>for</i>
- How do you start a car?	<i>by</i>
- When you're driving, what do you engage bottom gear for?	<i>for</i>
- How do you stop a car?	<i>by</i>

- How do you get a letter into an envelope? by
- What is glue used for? for
- How do you stick stamps on an envelope? by
- When do you stick them on? before
- What did Robin Hood believe in? in
- What is Christopher Columbus famous for? for
- What is Marco Polo famous for? for

Word order in questions

Questions in the form: about when they arrive? *I wonder whenthey'll arrive.*

<p>Ask a question about finding a good wine. (where) about buying a car. (which) about borrowing money. (if) about Sweden. (if) about Christmas Day. (where) about the BBC Overseas Service. about the election results. about the price of something. about buying a newspaper. about tomorrow. about the weather forecast. about rain this evening. about something I'm wearing. about planting roses. about a thousand dollars. about museum opening times.</p>	<p><i>Could you tell me...</i> <i>Would you mind telling me...</i> <i>I wonder...</i> <i>Do you know...</i> <i>Have you got any idea...</i> <i>Do you know...</i> <i>I wonder...</i> <i>Would you mind telling me...</i> <i>Can you tell me...</i> <i>I wonder...</i> <i>Have you got any idea...</i> <i>I wonder...</i> <i>Would you mind telling me...</i> <i>Do you know...</i> <i>I wonder...</i> <i>Have you got any idea...</i></p>
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Underline the correct phrase in each sentence.

- a) The price of petrol ...has risen / has been rising... by 15% over the past year.
- b) No wonder you are overweight! You have eaten / You have been eating... chocolates all day long!
- c) I've read / I've been reading ... a really good book this morning.
- d) Doesn't this room look better? ...I've put / I've been putting ...some posters up on the walls.
- e) Don't disappoint me! I've counted / I've been counting on you.
- f) Don't forget your pills today. Have you taken / Have you been taking ... them?
- g) My scarf is dirty. Who has worn / has been wearing it?
- h) I think there's something wrong with your motorbike. It's made / It's been making ...some very funny noises.
- i) Jack has asked / has been asking ... for a pay-rise three times this year.
- j) I've been phoning / I've phoned ... Ann all evening, but there's no reply.

EXERCISE 1. Preview: using -S/-ES. (Charts 2-1, 6-1, 6-2, and 7-4)

Directions: In the following sentences, add final *-s/-es*. Do not change or omit any other words. Discuss spelling and pronunciation. Discuss why you need to add *-s/-es*. All of the sentences are simple present.

pens

1. I have two pen. (pens = a plural noun)
2. Tom work hard every day.
3. Our solar system consist of nine planet.
4. The earth rotate around the sun.
5. All animal need water.
6. A dog need fresh water every day.
7. Student take test.
8. A swallow is a small, graceful bird with a long tail and powerful wing.
9. Swallow are joyful creature.
10. Butterfly are beautiful.
11. Hawaii has beautiful sunset.
12. A library contain a lot of book.
13. Encyclopedia contain information about many thing.

EXERCISE 5. Pronunciation of final -S/-ES. (Chart 6-1)

Directions: Practice the pronunciation of final *-s/-es* by reading these sentences aloud.

1. The teacher encourages the students to speak freely.
2. Chickens, ducks, and turkeys lay eggs.
3. He possesses many fine qualities.
4. My wages are low, but my taxes are high.
5. The cafeteria serves good sandwiches.
6. He coughs, sneezes, and wheezes.
7. People come in many shapes and sizes.
8. He practices pronunciation by reading sentences aloud.
9. She bought some shirts, shoes, socks, dresses, slacks, blouses, earrings, and necklaces.
10. She scratches her chin when it itches.



EXERCISE 6. Use of final -S/-ES. (Chart 6-1)

Directions: What do the following people or things do? Follow the pattern in the example. Say final **-s/-es** sounds loudly and clearly. Work in pairs, in groups, or as a class.

Example: a birdwatcher

SPEAKER A (*book open*): What does a birdwatcher do?

SPEAKER B (*book closed*): A birdwatcher watches birds.

- | | |
|----------------------|------------------------|
| 1. a stamp collector | 7. a ticket taker |
| 2. an animal trainer | 8. a fire extinguisher |
| 3. a bank robber | 9. a mind reader |
| 4. a dog catcher | 10. a bullfighter |
| 5. a book publisher | 11. a wage earner |
| 6. a tax collector | 12. a storyteller |

EXERCISE 7. Use of final -S/-ES. (Chart 6-1)

Directions: What do these people, animals, and things do? Respond in complete sentences. Say the final **-s/-es** sounds loudly and clearly.

Example: a bird

SPEAKER A (*book open*): What does a bird do?

SPEAKER B (*book closed*): A bird flies /sings /builds nests /etc.

- | | | |
|----------------|------------|--------------------|
| 1. a baby | 6. a ball | 11. a clock |
| 2. a telephone | 7. a heart | 12. an airplane |
| 3. a star | 8. a river | 13. a doctor |
| 4. a dog | 9. a cat | 14. a teacher |
| 5. a duck | 10. a door | 15. a psychologist |

EXERCISE 8. Preview: subject-verb agreement. (Charts 6-2 → 6-5)

Directions: Choose the correct answer in parentheses.

1. The results of Dr. Noll's experiment (*was, were*) published in a scientific journal.
 2. The weather in the southern states (*gets, get*) very hot during the summer.
 3. A woman and her child (*is, are*) waiting to see Dr. Chang.
 4. Every man, woman, and child (*is, are*) protected under the law.
 5. Washing the dishes (*is, are*) the children's job.
 6. A lot of the students (*is, are*) already here.
 7. Some of the furniture in our apartment (*is, are*) secondhand.
 8. Some of the desks in the classroom (*is, are*) broken.
 9. At least three-quarters of that book on famous Americans (*is, are*) about people who lived in the nineteenth century.
 10. One of the countries I would like to visit (*is, are*) Italy.
 11. Some of the cities I would like to visit (*is, are*) Rome and Venice.
 12. Each student in the class (*has, have*) to have a book.
 13. Each of the students (*has, have*) a notebook.
 14. None of the students (*was, were*) late today.
 15. The number of students in this room right now (*is, are*) twenty.
-
16. A number of students in the class (*speaks, speak*) English very well.
 17. There (*is, are*) some interesting pictures in today's paper.
 18. There (*is, are*) an incorrect statement in that newspaper article.
 19. The United States (*is, are*) located in North America.
 20. Economics (*is, are*) Dan's favorite subject.
 21. Ten minutes (*is, are*) more than enough time to complete this exercise.
 22. Most people (*likes, like*) to go to the zoo.
 23. The police (*is, are*) coming. I've already called them.
 24. Japanese (*is, are*) very difficult for English speakers to learn.
 25. The Japanese (*has, have*) a long and interesting history.
 26. The elderly in my country (*is, are*) cared for by their children and grandchildren.
 27. My cousin, along with my aunt and uncle, (*works, work*) in my grandpa's hardware store.
 28. Cattle (*is, are*) considered sacred in India.
 29. Anna, as well as her two older sisters, (*is, are*) in college.
 30. This exercise on singular-plural agreement of subjects and verbs (*is, are*) easy.

EXERCISE 9. Subject-verb agreement. (Chart 6-2)

Directions: Choose the correct answer in parentheses.

1. The extent of Jane's knowledge on various complex subjects (*astounds, astound*) me.
2. The subjects you will be studying in this course (*is, are*) listed in the syllabus.
3. Lettuce (*is, are*) good for you.
4. Oranges, tomatoes, fresh strawberries, cabbage, and lettuce (*is, are*) rich in vitamin C.
5. The professor and the student (*agrees, agree*) on that point.
6. Almost every professor and student at the university (*approves, approve*) of the choice of Dr. Brown as the new president.
7. Each girl and boy in the sixth-grade class (*has, have*) to do a science project.
8. Making pies and cakes (*is, are*) Mrs. Reed's specialty.*
9. Getting to know students from all over the world (*is, are*) one of the best parts of my job.
10. Annie had a hard time when she was coming home from the store because the bag of groceries (*was, were*) too heavy for her to carry.
11. Where (*does, do*) your parents live?
12. Why (*was, were*) Susan and Alex late for the meeting?
13. (*Is, Are*) having the responsibility for taking care of pets good for young children?
14. Alex, as well as his two older brothers, (*has, have*) a good full-time job.



EXERCISE 10. Using expressions of quantity. (Chart 6-3)

Directions: Choose the correct answer in parentheses.

1. Some of the fruit in this bowl (*is, are*) rotten.
2. Some of the apples in that bowl (*is, are*) rotten.
3. Half of the students in the class (*is, are*) from Arabic-speaking countries.
4. Half of this money (*is, are*) yours.
5. A lot of the students in the class (*is, are*) from Southeast Asia.
6. A lot of clothing in those stores (*is, are*) on sale this week.
7. One of my best friends (*is, are*) coming to visit me next month.
8. Each boy in the class (*has, have*) his own notebook.
9. Each of the boys in the class (*has, have*) his own notebook.
10. Every one of the students (*is, are*) required to take the final test.
11. None of the animals at the zoo (*is, are*) free to roam. All of them (*is, are*) in enclosures.
12. A number of students (*is, are*) absent today.
13. The number of employees in my company (*is, are*) approximately ten thousand.
14. One of the chief materials in bones and teeth (*is, are*) calcium.
15. (*Does, Do*) all of the children have their books?
16. (*Does, Do*) all of this homework have to be finished by tomorrow?
17. Why (*was, were*) some of the students excused from the examination?
18. Why (*was, were*) one of the students excused from the examination?
19. What percentage of the people in the world (*is, are*) illiterate?
20. What percentage of the earth's surface (*is, are*) covered by water?
21. (*Does, Do*) any of you know the answer to that question?

6-1 FINAL *-S/-ES*: USE, PRONUNCIATION, AND SPELLING

<p>(a) NOUN + <i>-S</i>: <i>Friends</i> are important. NOUN + <i>-ES</i>: I like my <i>classes</i>.</p>	<p>A final <i>-s</i> or <i>-es</i> is added to a noun to make the noun plural. <i>friend</i> = a singular noun <i>friends</i> = a plural noun</p>
<p>(b) VERB + <i>-S</i>: Mary <i>works</i> at the bank. VERB + <i>-ES</i>: John <i>watches</i> birds.</p>	<p>A final <i>-s</i> or <i>-es</i> is added to a simple present verb when the subject is a singular noun (e.g., <i>Mary</i>, <i>my father</i>, <i>the machine</i>) or third person singular pronoun (<i>she</i>, <i>he</i>, <i>it</i>). <i>Mary works</i> = singular <i>She works</i> = singular <i>The students work</i> = plural <i>They work</i> = plural</p>

PRONUNCIATION OF <i>-S/-ES</i>	
<p>(c) seats → <i>seat/s/</i> ropes → <i>rope/s/</i> backs → <i>back/s/</i></p>	<p>Final <i>-s</i> is pronounced /s/ after voiceless sounds, as in (c): “t,” “p,” and “k” are examples of voiceless sounds.*</p>
<p>(d) seeds → <i>seed/z/</i> robes → <i>robe/z/</i> bags → <i>bag/z/</i> sees → <i>see/z/</i></p>	<p>Final <i>-s</i> is pronounced /z/ after voiced sounds, as in (d): “d,” “b,” “g,” and “ee” are examples of voiced sounds.*</p>
<p>(e) dishes → <i>dish/əz/</i> catches → <i>catch/əz/</i> kisses → <i>kiss/əz/</i> mixes → <i>mix/əz/</i> prizes → <i>prize/əz/</i> edges → <i>edge/əz/</i></p>	<p>Final <i>-s</i> and <i>-es</i> are pronounced /əz/ after “-sh,” “-ch,” “-s,” “-z,” and “-ge”/“-dge” sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.</p>

SPELLING: FINAL <i>-S</i> vs. <i>-ES</i>	
<p>(f) sing → <i>sings</i> song → <i>songs</i></p>	<p>For most words (whether a verb or a noun), simply a final <i>-s</i> is added to spell the word correctly.</p>
<p>(g) wash → <i>washes</i> watch → <i>watches</i> class → <i>classes</i> buzz → <i>buzzes</i> box → <i>boxes</i></p>	<p>Final <i>-es</i> is added to words that end in <i>-sh</i>, <i>-ch</i>, <i>-s</i>, <i>-z</i>, and <i>-x</i>.</p>
<p>(h) toy → <i>toys</i> buy → <i>buys</i> (i) baby → <i>babies</i> cry → <i>cries</i></p>	<p>For words that end in <i>-y</i>: In (h): If <i>-y</i> is preceded by a vowel, only <i>-s</i> is added. In (i): If <i>-y</i> is preceded by a consonant, the <i>-y</i> is changed to <i>-i</i> and <i>-es</i> is added.</p>

EXERCISE 2. Pronunciation of final -S/-ES. (Chart 6-1)

Directions: Practice pronouncing the following words. Say the final **-s/-es** sounds loudly and clearly. Then write the pronunciation of final **-s/-es** after each word. Work in pairs, in groups, or as a class.

GROUP A.

- | | | | |
|-----------|--------------|-------------|-------|
| 1. cats → | <u> /s/ </u> | 7. trips | _____ |
| 2. feeds | _____ | 8. grabs | _____ |
| 3. hates | _____ | 9. wishes | _____ |
| 4. lids | _____ | 10. matches | _____ |
| 5. sleeps | _____ | 11. guesses | _____ |
| 6. robs | _____ | | |

GROUP B.

- | | | | |
|------------|-------|-------------|-------|
| 12. books | _____ | 18. unlocks | _____ |
| 13. homes | _____ | 19. fills | _____ |
| 14. occurs | _____ | 20. ashes | _____ |
| 15. fixes | _____ | 21. sniffs | _____ |
| 16. sizes | _____ | 22. miles | _____ |
| 17. pages | _____ | 23. rugs | _____ |

GROUP C.

- | | | | |
|--------------|-------|-------------|-------|
| 24. arranges | _____ | 30. pies | _____ |
| 25. itches | _____ | 31. agrees | _____ |
| 26. relaxes | _____ | 32. faces | _____ |
| 27. rises | _____ | 33. quizzes | _____ |
| 28. laughs | _____ | 34. judges | _____ |
| 29. days | _____ | 35. asks | _____ |

EXERCISE 3. Spelling of final -S/-ES. (Chart 6-1)

Directions: Add **-s** or **-es** to these words to spell them correctly, and give the pronunciation of the ending.

- | | | | | | |
|--------------|-------------|---------------|------------|-------|-------|
| 1. passenger | <u> S </u> | <u> /z/ </u> | 10. touch | _____ | _____ |
| 2. tax | <u> eS </u> | <u> /əz/ </u> | 11. cough | _____ | _____ |
| 3. talk | _____ | _____ | 12. press | _____ | _____ |
| 4. blush | _____ | _____ | 13. method | _____ | _____ |
| 5. discover | _____ | _____ | 14. mix | _____ | _____ |
| 6. develop | _____ | _____ | 15. try | _____ | _____ |
| 7. season | _____ | _____ | 16. tray | _____ | _____ |
| 8. flash | _____ | _____ | 17. enemy | _____ | _____ |
| 9. hall | _____ | _____ | 18. guy | _____ | _____ |

EXERCISE 5. Pronunciation of final -S/-ES. (Chart 6-1)

Directions: Practice the pronunciation of final *-s/-es* by reading these sentences aloud.

1. The teacher encourages the students to speak freely.
2. Chickens, ducks, and turkeys lay eggs.
3. He possesses many fine qualities.
4. My wages are low, but my taxes are high.
5. The cafeteria serves good sandwiches.
6. He coughs, sneezes, and wheezes.
7. People come in many shapes and sizes.
8. He practices pronunciation by reading sentences aloud.
9. She bought some shirts, shoes, socks, dresses, slacks, blouses, earrings, and necklaces.
10. She scratches her chin when it itches.



EXERCISE 6. Use of final -S/-ES. (Chart 6-1)

Directions: What do the following people or things do? Follow the pattern in the example. Say final *-s/-es* sounds loudly and clearly. Work in pairs, in groups, or as a class.

Example: a birdwatcher

SPEAKER A (*book open*): What does a birdwatcher do?

SPEAKER B (*book closed*): A birdwatcher watches birds.

- | | |
|----------------------|------------------------|
| 1. a stamp collector | 7. a ticket taker |
| 2. an animal trainer | 8. a fire extinguisher |
| 3. a bank robber | 9. a mind reader |
| 4. a dog catcher | 10. a bullfighter |
| 5. a book publisher | 11. a wage earner |
| 6. a tax collector | 12. a storyteller |

EXERCISE 7. Use of final -S/-ES. (Chart 6-1)

Directions: What do these people, animals, and things do? Respond in complete sentences. Say the final **-s/-es** sounds loudly and clearly.

Example: a bird

SPEAKER A (*book open*): What does a bird do?

SPEAKER B (*book closed*): A bird flies /sings /builds nests /etc.

- | | | |
|----------------|------------|--------------------|
| 1. a baby | 6. a ball | 11. a clock |
| 2. a telephone | 7. a heart | 12. an airplane |
| 3. a star | 8. a river | 13. a doctor |
| 4. a dog | 9. a cat | 14. a teacher |
| 5. a duck | 10. a door | 15. a psychologist |

EXERCISE 8. Preview: subject-verb agreement. (Charts 6-2 → 6-5)

Directions: Choose the correct answer in parentheses.

- The results of Dr. Noll's experiment (*was, were*) published in a scientific journal.
- The weather in the southern states (*gets, get*) very hot during the summer.
- A woman and her child (*is, are*) waiting to see Dr. Chang.
- Every man, woman, and child (*is, are*) protected under the law.
- Washing the dishes (*is, are*) the children's job.
- A lot of the students (*is, are*) already here.
- Some of the furniture in our apartment (*is, are*) secondhand.
- Some of the desks in the classroom (*is, are*) broken.
- At least three-quarters of that book on famous Americans (*is, are*) about people who lived in the nineteenth century.
- One of the countries I would like to visit (*is, are*) Italy.
- Some of the cities I would like to visit (*is, are*) Rome and Venice.
- Each student in the class (*has, have*) to have a book.
- Each of the students (*has, have*) a notebook.
- None of the students (*was, were*) late today.
- The number of students in this room right now (*is, are*) twenty.

16. A number of students in the class (*speaks, speak*) English very well.
17. There (*is, are*) some interesting pictures in today's paper.
18. There (*is, are*) an incorrect statement in that newspaper article.
19. The United States (*is, are*) located in North America.
20. Economics (*is, are*) Dan's favorite subject.
21. Ten minutes (*is, are*) more than enough time to complete this exercise.
22. Most people (*likes, like*) to go to the zoo.
23. The police (*is, are*) coming. I've already called them.
24. Japanese (*is, are*) very difficult for English speakers to learn.
25. The Japanese (*has, have*) a long and interesting history.
26. The elderly in my country (*is, are*) cared for by their children and grandchildren.
27. My cousin, along with my aunt and uncle, (*works, work*) in my grandpa's hardware store.
28. Cattle (*is, are*) considered sacred in India.
29. Anna, as well as her two older sisters, (*is, are*) in college.
30. This exercise on singular-plural agreement of subjects and verbs (*is, are*) easy.

6-2 BASIC SUBJECT-VERB AGREEMENT

SINGULAR VERB	PLURAL VERB	
(a) My friend <i>lives</i> in Boston.	(b) My friends <i>live</i> in Boston.	<i>verb + -s/-es</i> = third person singular in the simple present tense <i>noun + -s/-es</i> = plural
	(c) My brother and sister <i>live</i> in Boston. (d) My brother, sister, and cousin <i>live</i> in Boston.	Two or more subjects connected by and require a plural verb.
(e) <i>Every man, woman, and child needs</i> love. (f) <i>Each book and magazine is</i> listed in the card catalog.		EXCEPTION: Every and each are always followed immediately by singular nouns. (See Chart 7-13, p. 128.) In this case, even when there are two (or more) nouns connected by and , the verb is singular.
(g) That <i>book</i> on political parties <i>is</i> interesting. (i) My <i>dog</i> , as well as my cats, <i>likes</i> cat food. (k) The <i>book</i> that I got from my parents <i>was</i> very interesting.	(h) The <i>ideas</i> in that book <i>are</i> interesting. (j) My <i>dogs</i> , as well as my cat, <i>like</i> cat food. (l) The <i>books</i> I bought at the bookstore <i>were</i> expensive.	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase on political parties does not change the fact that the verb <i>is</i> must agree with the subject book . In (k) and (l): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(m) <i>Growing</i> flowers <i>is</i> her hobby.		A gerund used as the subject of the sentence requires a singular verb. (See Chart 14-11, p. 323.)

EXERCISE 9. Subject-verb agreement. (Chart 6-2)

Directions: Choose the correct answer in parentheses.

1. The extent of Jane's knowledge on various complex subjects (*astounds, astound*) me.
2. The subjects you will be studying in this course (*is, are*) listed in the syllabus.
3. Lettuce (*is, are*) good for you.
4. Oranges, tomatoes, fresh strawberries, cabbage, and lettuce (*is, are*) rich in vitamin C.
5. The professor and the student (*agrees, agree*) on that point.
6. Almost every professor and student at the university (*approves, approve*) of the choice of Dr. Brown as the new president.
7. Each girl and boy in the sixth-grade class (*has, have*) to do a science project.
8. Making pies and cakes (*is, are*) Mrs. Reed's specialty.*
9. Getting to know students from all over the world (*is, are*) one of the best parts of my job.
10. Annie had a hard time when she was coming home from the store because the bag of groceries (*was, were*) too heavy for her to carry.
11. Where (*does, do*) your parents live?
12. Why (*was, were*) Susan and Alex late for the meeting?
13. (*Is, Are*) having the responsibility for taking care of pets good for young children?
14. Alex, as well as his two older brothers, (*has, have*) a good full-time job.



6-3 SUBJECT-VERB AGREEMENT: USING EXPRESSIONS OF QUANTITY

SINGULAR VERB	PLURAL VERB	
(a) <i>Some of the book is</i> good.	(b) <i>Some of the books are</i> good.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <i>of</i> . For example: In (a): Some of + singular noun = singular verb. In (b): Some of + plural noun = plural verb.
(c) <i>A lot of the equipment is</i> new.	(d) <i>A lot of my friends are</i> here.	
(e) <i>Two-thirds of the money is</i> mine.	(f) <i>Two-thirds of the pennies are</i> mine.	EXCEPTIONS: One of , each of , and every one of take singular verbs. one of each of every one of } + plural noun = singular verb
(g) One of my friends is here.		
(h) Each of my friends is here.		
(i) Every one of my friends is here.		
(j) None of the boys is here.	(k) None of the boys are here. (informal)	Subjects with none of are considered singular in very formal English, but plural verbs are often used in informal speech writing.
(l) The number of students in the class is fifteen.	(m) A number of students were late for class.	COMPARE: In (l): The number is the subject. In (m): A number of is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

EXERCISE 10. Using expressions of quantity. (Chart 6-3)

Directions: Choose the correct answer in parentheses.

1. Some of the fruit in this bowl (*is, are*) rotten.
2. Some of the apples in that bowl (*is, are*) rotten.
3. Half of the students in the class (*is, are*) from Arabic-speaking countries.
4. Half of this money (*is, are*) yours.
5. A lot of the students in the class (*is, are*) from Southeast Asia.
6. A lot of clothing in those stores (*is, are*) on sale this week.
7. One of my best friends (*is, are*) coming to visit me next month.
8. Each boy in the class (*has, have*) his own notebook.
9. Each of the boys in the class (*has, have*) his own notebook.
10. Every one of the students (*is, are*) required to take the final test.
11. None of the animals at the zoo (*is, are*) free to roam. All of them (*is, are*) in enclosures.
12. A number of students (*is, are*) absent today.
13. The number of employees in my company (*is, are*) approximately ten thousand.
14. One of the chief materials in bones and teeth (*is, are*) calcium.
15. (*Does, Do*) all of the children have their books?
16. (*Does, Do*) all of this homework have to be finished by tomorrow?
17. *Why (was, were)* some of the students excused from the examination?
18. *Why (was, were)* one of the students excused from the examination?
19. What percentage of the people in the world (*is, are*) illiterate?
20. What percentage of the earth's surface (*is, are*) covered by water?
21. (*Does, Do*) any of you know the answer to that question?

Exercise Key

Lesson 127-128

Exercise 1. p. 31

2. works = *singular verb* 3. consists = *singular verb*, planets = *plural noun* 4. rotates = *singular verb*
5. animals = *plural noun* 6. needs = *singular verb* 7. Students, tests = *plural nouns* 8. wings = *plural noun*
9. Swallows, creatures = *plural nouns* 10. Butterflies = *plural noun* 11. sunsets = *plural noun*
12. contains = *singular verb*, books = *plural noun* 13. Encyclopedias, things = *plural nouns* 14.
watches = *singular verb* 15. changes = *singular verb*

Exercise 2. p. 32

GROUP ANSWERS: 2. feeds /z/ 3. hates /s/ 4. lids /z/ 5. sleep /s/ 6. robs /z/ 7. trips /s/ 8. grabs /z/
9. wishes /iz/ 10. matches /iz/ 11. guesses /iz/

GROUP B ANSWERS: 12. books /s/ 13. homes /z/ 14. occurs /z/ 15. fixes /iz/ 16. sizes /iz/ 17.
pages /iz/ 18. unlocks /s/ 19. fills /z/ 20. ashes /iz/ 21. sniffs /s/ 22. miles /z/ 23. rugs /z/

GROUP C ANSWERS: 24. arranges /iz/ 25. itches /iz/ 26. relaxes /iz/ 27. rises /iz/ 28. laugh /s/ 29.
days /z/ 30. pies /z/ 31. agrees /z/ 32. faces /iz/ 33. quizzes /iz/ 34. judges /iz/ 35. asks /s/

Exercise 3. p. 33

ANSWERS: 3. talks /si/ 4. blushes /iz/ 5. discovers /z/ 6. develops /s/ 7. seasons /z/ 8. flashes /iz/ 9.
halls /z/ 10. touches /iz/ 11. coughs /s/ 12. presses /iz/ 13. methods /z/ 14. mixes /iz/ 15. tries /z/ 16.
trays /z/ 17. enemies /z/ 18. guys /z/

Exercise 8. p. 34

ANSWERS: 2. gets 3. are 4. is 5. is 6. are 7. is 8. are 9. is 10. is 11. are 12. has 13. has 14. was/were
15. is 16. speak 17. are [also possible and common, but informal and substandard: is] 18. is 19. is 20.
is 21. is 22. like 23. are 24. Japanese (language) is 25. Japanese (people) have 26. are 27. works 28.
are 29. is 30. is

Exercise 9. p. 36

ANSWERS: 1. astounds 2. are 3. is 4. are 5. agree 6. approves 7. has 8. is 9. is 10. was 11. do 12. were 13. Is 14. has

Exercise 10. p. 37

ANSWERS: 1. is 2. are 3. are 4. is 5. are 6. is 7. is 8. has 9. has 10. is 11. is/are . . . are 12. are 13. is 14. is 15. Do 16. Does 17. were 18. was 19. is 20. is 21. Do [Note: Approximately 70% of the earth's surface is covered by water.]