

SUBJECT-VERB AGREEMENT

USEFUL TIPS:

1. Make a verb agree with its subject in number and person:

Number (singular or plural)	Person (he/she/it/ vs I/we/you/they)
The British Isles <i>are</i> to the west of Europe. The USA <i>is</i> a big country. Your clothes <i>need</i> cleaning.	I <i>don't like</i> tea. He <i>doesn't like</i> coffee. The news* <i>hasn't</i> come yet. Physics <i>is</i> a difficult subject.

NOTE Remember there are nouns with the ending -s that have a singular meaning.

2. If a sentence begins with *there is/are* the verb "be" agrees with the noun that immediately follows it.
 - e.g. There *is* a theatre production and two films based on this book.
There *are* two films and a theatre production based on this book.
3. A *collective noun* (army, audience, class, crowd, management, team, etc.) usually agrees with a singular noun
 - e.g. The audience always *laughs* at his jokes.
When you want to emphasise the individual members of the group, use the plural form.
 - e.g. The audience *are* laughing and applauding.
If a collective noun is followed by a plural *of phrase*, use a plural verb.
 - e.g. The audience of critics *are* more difficult to please.
4. A compound subject (a teacher and her student) agrees with a plural verb.
 - e.g. A bouquet and a box of chocolates *make* a nice present.
5. If there is *a phrase* or *a clause* between the subject and the verb, do not mistake the last word in it for the subject
 - e.g.

	subject		verb
		Sometimes the pleasures of <i>a sea cruise</i>	include being seasick.
	subject		verb
		The problems <i>that many students face in their first year</i>	are psychological.

PRACTICE 4

Ex. 10. Choose the right form of the verb.

1. The walks described in the leaflet reflects/reflect the history and architecture of the great capital.
2. The history and architecture of London is/are amazing.
3. The Houses of Parliament sometimes referred to as the Palace of Westminster is/are the very heart of British political life.
4. Extra facilities for MPs is/are provided in Portcullis House opened in 2001.
5. The city is lively and its outskirts seem/seems to stretch for miles.
6. There is/are a great hall and 30 luxury rooms in the hotel.
7. The police was/were investigating the disappearance of two teenagers.
8. The riches of a country depend/depends upon its territory and population density.

STEP 1

9. New arms has/have been developed since the Montreux Convention.
10. The USA was/were expected to reduce its carbon emissions by 7% by 2012.
11. Paper money were/was first used in China.
12. Advice is/are more agreeable in the mouth than in the ear.
13. Climbing the stairs is/are no easy task if you are old.
14. A new book of world records has/have just been published.
15. On the first of September the faculty¹ greet/greets the freshmen.

Ex. 11. Fill in the gaps with the right form of the verb.

- | | |
|--|---------|
| 1. There _____ always been many theatres around the Covent Garden Area. | have |
| 2. One of the most famous _____ the Royal Opera House. | be |
| 3. The royal Opera and Ballet companies _____ on its stage. | perform |
| 4. The audience _____ first-class productions with world class opera singers. | enjoy |
| 5. From time to time echoes of a performance _____ heard in the street below. | be |
| 6. There _____ the famous Theatre Royal and a great many other attractions in Covent Garden. | be |
| 7. The first Punch and Judy show in England _____ performed in front of St Paul's Church. | be |
| 8. Ever since the Piazza _____ been famous for street theatre. | have |
| 9. Everyone _____ something to their taste: mime artists, jugglers, dancers, buskers ² and many others. | find |
| 10. Food and refreshment _____ provided in numerous restaurants and cafes. | be |

**Ex. 12. Write ten simple sentences on one of the topics given below:**

- A place you like best
- A popular festival
- A day at the university

ADJUNCTS³

Adjuncts in a sentence add information about place, time, manner, frequency, reason, etc. The adjunct may be an adverb phrase (*recently, quite unexpectedly*), a prepositional phrase (*on the table, in the morning*), or a noun phrase (*this week*).

Adjuncts are typically used in three positions: end, front, mid position.

¹ профессорско-преподавательский состав

² buskers are people who perform in public places for tips

³ обстоятельство

Ex. 13. Study the chart and fill in the third column with examples from the list below.

ADJUNCTS OF	POSITION	EXAMPLE
place	End or Front*	The industrial revolution began <u>in Great Britain.</u>
time		The industrial revolution began <u>during the 1700s.</u>
manner		
reason		
purpose		The settlers had to cut their rations <u>to survive the harsh winter.</u> = <u>To survive the harsh winter</u> the settlers had to cut their rations.
indefinite frequency ¹	Mid (between the subject and the verb)	Columbus <u>never</u> reached the land that is known as the United States.

NOTE

- Front** position gives the adjunct greater emphasis.
e.g. In the Netherlands the industrial revolution began 50 years later. (in the Netherlands, NOT in Great Britain) OR
Fifty years later industrial revolution began in the Netherlands. (NOT in the 1750s, but 50 years later.)
- Adjuncts normally do NOT come between a verb and an object.
e.g. Columbus reached America instead of India.
NOT: Columbus reached instead of India America.
- The position of the adjunct can change the meaning of the sentence.
COMPARE:
The teacher told us to leave the room quietly. VS
The teacher told us quietly to leave the room.

The list of sentences with adjuncts to choose from:

- The officer smiled at us in a friendly way.
- Diplomats usually have to travel a lot.
- We have already had lunch.
- Captain Cook should never have returned to Hawaii.
- They left the ship for safety reasons.



NOTE ON PUNCTUATION used with adjuncts of time and place
Commas set off the year in a full date.

- e.g. On April 12, 1961, Yuri Gagarin became the first human to orbit Earth. OR
In April 1961, a new era in space exploration began.

¹ *always, ever, usually, normally, often, frequently, seldom, never, etc*

Commas set off elements of an address.

e.g. The University of Idaho in Moscow, Idaho, offers a wide range of graduate programmes.

PRACTICE 5

Ex. 14. *Read an improved version of the text "A glimpse of English history". In what way is it different from the one in ex. 2? Find the new additions. What information do they give?*

The English Queen Elizabeth and the Scottish Queen Mary were cousins. Elizabeth had no children. Mary Stuart had a son, James. James became the King of Scotland at the age of one, in 1567. On March 24, 1603 Queen Elizabeth died. James inherited the English throne. He was crowned in Westminster Abbey. He became James I, the King of England and Scotland. His rule was relatively stable because of his political skills. He was never a popular monarch.

His son Charles became the next king. The King and the Parliament often quarreled over money. In 1629 Charles I dissolved (распустил) the Parliament to rule alone. Finally, in 1642, the Civil War broke out. The King eventually lost the war to Cromwell's Republican army. He lost the throne. He lost his life. He was beheaded for treason (измена). His family had to flee to France. The Puritan leader Cromwell ruled the country for eleven years. In 1658 Cromwell died. A political crisis followed. Charles II was enthusiastically welcomed back. He was called "the Merry Monarch". Cromwell had banned games, dancing, theatre and Christmas. Charles II brought back the joy of living.

Ex. 15. *Put these sentences right by changing the word order where necessary. Add commas where necessary.*

The Birth of Bermuda (1)

1. During the daylight hours of July 28 1609 150 men, women and children, and a dog left the wreck of the merchant ship *Sea Venture*.
2. They found on St. George's island Bermuda shelter.
3. The *Sea Venture* carried to the English settlement Jamestown supplies and settlers in Virginia.
4. Hit by a dreadful storm, they managed to sail through a gap in the island surrounding the reef.
5. Over the next days, their ship was destroyed on the reef completely.
6. The survivors were away from England within an archipelago 600 miles away from America and 3,500 miles on an uninhabited island.
7. The Bermudas were named after the Spanish navigator Juan de Bermudez.
8. In 1503 the Spanish visited the island.
9. Because of its dangerous reef system the Spanish nicknamed the archipelago the Isle of Devils.
10. On the island they brought hogs ashore to establish a supply depot.

Ex. 16. *Make up sentences out of these blocks. Add commas where necessary.*

The Birth of Bermuda (2)

1. The survivors of/pleasantly surprised by the island's climate/ were/the *Sea Venture*.
2. Even more/ were delighted/they to find wild hogs and seas full of fish.

3. Birds / with ease / the newcomers could / unused to humans /kill
4. to take them on/the commander made/ build a craft *Deliverance*/ to Virginia/the survivors.
5. Work /from time to time/ the sailors/ would stop.
6. On the island/ they /demanded /for the rest of their life/ to stay.
7. Another group/ the *Patience* /their own boat/ decided to build/ to sail back to England.
8. The *Deliverance* arrived/finally/on 23 May 1610/ at Jamestown.
9. The settlers in Virginia/ because of/a 'starving winter'/ had had / their neglect to plant crops.
10. For fish, hogs and fowl/ the commander/ had to return to /Sir George Sommers /Bermuda.

Ex. 17. Put the text right by changing the word order in the sentences where necessary.

The Tower of London

William the Conqueror in the 11th century started to build the Tower. Different people added bits to make it into a large fortress over the years with two walls and several towers. Royalty lived in the White Tower at first. During the reign of Henry III the White Tower was rebuilt substantially with a new Great Hall and kitchens. Henry III added ten new towers, gateways and drawbridges. The moat (поб) was extended and flooded successfully with water from the River Thames.

From the Tower to the place of coronation every King or Queen walked for over 250 years. For this reason the Crown jewels are still kept in the Tower. Also the monarchs wore the crowns at the opening of Parliament. England became a republic for a brief time under Cromwell. Ruthlessly much of the royal regalia were destroyed. The crown jewels today are one of the most popular attractions at the Tower of London.

To keep state prisoners they started to use the Tower during the 15th century. The Tower was used as a prison most regularly in the reign of Henry VIII. Thomas More, the author of *Utopia*, was imprisoned as a traitor and here later executed. More opposed Henry VIII's separation from the Catholic Church and divorce from Henry's first wife, Catherine of Aragon. Anna Boleyn the most famous prisoner was Henry's second wife. To the Tower she was sent to await her fate. Within the walls of the Tower she was executed. Prisoners accused of treason were beheaded usually on Tower Hill.

In the Tower they also used to store weapons. The Tower Armouries are the National Museum of Arms and Armour today. The bearded Yeoman Warders, also called "Beefeaters," have been guarding for 500 years the Tower. The Tower every year attracts over two and a half million tourists.

MORE THAN ONE ADJUNCT IN END POSITION

The most neutral order in this case is: manner — place — time. (use the question words to remember this rule: How? — Where? — When?)

- e.g.** The crowd cheered loudly in Red Square on Victory Day.
 She played brilliantly at the contest.
 They fought fiercely till night.
 The two armies met at the River Boyne on the 1st of July.

PRACTICE 6

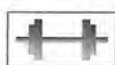
Ex. 18. Complete the sentences by putting adjuncts in the appropriate position.

1. The smugglers quarreled on the deck most of the night.	angrily
2. They left the ship an hour ahead of the police.	in a hurry
3. The conspirators met secretly during the early 1800s.	in the Casa de Corregidora
4. Hall went out alone onto the square.	in broad daylight
5. The negotiations went on for two months.	with little success
6. The general spoke without a pause for an hour.	in a half empty theatre
7. The old man used to walk aimlessly through the house.	at all times of the day and night
8. A few people died at the excavation site the next month.	unexpectedly
9. The archeologist discovered the tomb by chance.	in May, at the abandoned excavation site.
10. The most important treaty was signed.	on 28 th June 1919, at Versailles

Ex. 19. Check the word order in the following sentences. Make the necessary corrections.

An ideal classroom?

- In this classroom everything smoothly works.
- The teacher arrives at 8:15 punctually.
- Quietly the students are already sitting at 8 sharp at their desks.
- Looking for his notes on the desk or in his bag the teacher never loses time.
- He exactly starts the class at 8:30
- The students for 80 minutes are without any interruption doing assignments.
- Without putting their hands up no one speaks during the whole class.
- The students can't talk all through the class period to each other even in a whisper.
- Out of the window no one dreamily gazes.
- Using a mobile phone no one under the desk sends text messages
- After the bell some never get up from their desks even.
- Isn't it a waste of time to spend your day in such a boring class in such a boring way?



Ex. 20. Write ten sentences using adjuncts on one of the topics given below.

Geographical discoveries

An episode in the history of Great Britain/Russia/the USA

Suggestions:

The Arctic; the Northern Sea Route = the Northeastern Passage, Northern European countries, mid-16th century, Willem Barents, Spitsbergen, Golden Age of Dutch exploration
Siberian Cossacks, Semyon Dezhnev (1648), Vitus Bering (1728), (no) land connection

A paragraph is a short text that presents ONE main idea. This idea is usually but not always stated at the start. Other sentences develop the main idea.

Ex. 21. Read the text carefully. What is the main idea in each of the two paragraphs?

Read the text critically. Do you think this piece of writing is clear, concise and comprehensible? Compare your answers with your classmates!

If you want to master the art of the sentence, you must first accept a somewhat unpleasant truth — something a lot of writers would rather deny: The Reader is king. You are his servant. You serve the Reader information. You serve the Reader entertainment. You serve the Reader details of your company's latest deal or details of your experience in drug rehab. In each case, as a writer you are working for the man (or for the woman). You have a boss and you can't ignore him because he isn't physically reading over your shoulder.

True, you can't know everything the Reader wants. You can't serve all the Readers all the time. And you shouldn't try. But there is one thing all Readers want: clear, concise, comprehensible sentences that mean something to them.

/From "It was the best of sentences, it was the worst of sentences: a writer's guide to crafting killer sentences"¹ by June Casagrande/

The purpose of a text is the writer's reason for writing. What are the two reasons mentioned above? Can you think of another/others?

Answer: to persuade the reader

Ex. 22.

A. Read the texts and identify the purpose(s) in each. Compare with your classmates!

B. Find the main idea in each text. Decide in which the writer develops their ideas most effectively.



C. You may also want to find out what makes the other texts less effective.

I Don't Like Loud Music

I. George Bernard Shaw was having lunch in a small restaurant in London. While he was eating, he heard the band playing loudly. B. Shaw never liked loud music and he decided to leave the restaurant as soon as possible. He was just about to ask the waiter to give him the bill when he heard the band stop playing. The conductor looked round the room and noticed the great writer who was leaving the restaurant. He came up to G. B. Shaw and said with a smile, "Would you like the band to play something special for you, sir?" The answer came quickly, "Of course. I'd like them to play chess." (111)

II. An empire is like a state only with one more layer of government. States generally have

¹ author's spelling

at least four levels of administration; empires have five. An empire is generally made up of many states joined together. Sometimes these states are still mostly independent, sometimes they are totally part of the empire. The usual pattern of empires is that one state becomes stronger than its neighbors and conquers them, creating an empire. The more it conquers, the stronger it gets, and so it conquers more and more of its neighbors. Eventually the empire stops growing, sometimes because it meets neighbors who are stronger than it is, but more often just because it is inconvenient to fight so far from home. After some time, the empire weakens and breaks up into smaller states again. (132)

III. Around the 2030, ten years from now we will be in a position where we set off an irreversible chain reaction beyond human control, which will most likely lead to the end of our civilization as we know it. That is unless, in that time, permanent and unprecedented changes in all aspects of society have taken place.

The most dangerous misconception about climate crisis is that we have to ‘lower’ our emissions. Because that is far from enough. Our emissions have to stop if we are to stay below 1.5–2°C of warming. The ‘lowering’ of emissions is certainly necessary, but it is only the beginning of a fast process that must lead to a stop within a couple of decades, or less. And by ‘stop’ I mean net zero — and then quickly on to negative figures. (137)

/No One Is Too Small to Make a Difference by Greta Thunberg/

IV. English monarchs started using surnames in formal documents rather late. The first English monarch to use a hereditary surname was Edward IV (1442–1483). Until then monarchs adopted second names such as “Fair”, “Ironside”, “Harefoot”. Edward used the surname Plantagenet to emphasise that he was descended from the elder branch of the royal family — unlike Henry VI, his rival in the War of the Roses. The name Plantagenet refers back to Henry II, who came to the throne in 1154. The name Plantagenet refers back to Henry II who came to the throne in 1154. Although it had not been used in formal documents before Edward IV, it must have been in informal use over that period as it was clearly of practical benefit to Edward IV. (126)

V. Thomas Jefferson dominates the historical landscape of modern America. His personal story — from Virginian farmer to presidency — is a saga of remarkable intellectual and political brilliance. His writings and ideas helped to shape the modern USA. He was no public speaker, so he contributed his pen rather than his voice to the patriot cause. As the “silent member” of the Congress, Jefferson, at 33, drafted the Declaration of Independence. In years following he worked to make its words a reality in Virginia. What is more, he wrote a bill establishing religious freedom, enacted in 1786. Even in an age of titanic contemporaries, Jefferson stands out. (104)

VI. In the autumn of 1938, the British Prime Minister Chamberlain arrived at Heston aerodrome (west of London). He waved a piece of paper in the air and declared that there would be “peace in our time”. What was actually written on the paper? It was not a copy of the Munich Agreement. It was a private accord signed earlier that day by Chamberlain and Hitler. Its three short paragraphs stressed the importance of Anglo-German relations, expressed the “desire of our two peoples never to go to war with one another again” and stated the common resolve to use negotiations in all future disagreements. This accord was central to Chamberlain’s attempt to stop Hitler. (113)