A verb must agree with its subject in number and person.

Number can be singular or plural. Singular words indicate one; plural words indicate more than one. A singular subject takes a singular verb. A plural subject takes a plural verb.

With most verbs, the only change in form to indicate agreement in person occurs in the present tense. An -s (or -es) is added to the base form of the verb when its subject is third-person singular.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>She speaks.</td>
<td>They speak.</td>
</tr>
<tr>
<td>He exercises.</td>
<td>They exercise.</td>
</tr>
<tr>
<td>She pitches.</td>
<td>They pitch.</td>
</tr>
</tbody>
</table>

The linking verb *be* changes in both the present and the past tense.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is there.</td>
<td>They are there.</td>
</tr>
<tr>
<td>It was sweet.</td>
<td>They were sweet.</td>
</tr>
</tbody>
</table>

In verb phrases, the auxiliary verbs *be, have,* and *do* change in form to show agreement with third-person subjects.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is going.</td>
<td>They are going.</td>
</tr>
<tr>
<td>She is reading.</td>
<td>They are reading.</td>
</tr>
<tr>
<td>She has seen a movie.</td>
<td>They have seen a movie.</td>
</tr>
<tr>
<td>Does he stay here?</td>
<td>Do they stay here?</td>
</tr>
</tbody>
</table>

Do not mistake a word in a prepositional phrase for the subject of a sentence.

The simple subject is never within a prepositional phrase. Make sure the verb agrees with the actual subject and not with the object of a preposition.

The *taste* of the cherries *surprises* us. [The subject, *taste,* is singular; *of the cherries* is a prepositional phrase; therefore, the verb, *surprises,* is singular.]
Exercise 1  Making Subjects and Verbs Agree

Write on your paper the form of the verb indicated in parentheses that agrees with the subject of each sentence.

A Class Field Trip

1. Don (is/are) looking forward to the field trip.
2. Carol (wants/want) to take the bus.
3. The teacher (tells/tell) the class about the park.
4. They (is/are) going to the zoo after lunch.
5. The bus driver (waits/wait) for the students to return.

Exercise 2  Making Subjects and Verbs Agree When Prepositional Phrases Intervene

Find the simple subject in each of the following sentences. Then write on your paper the form of the verb indicated in parentheses that agrees with the subject of each sentence.

Barbara Jordan: A Prominent Texan

1. Barbara Jordan’s years in the U.S. Congress (has/have) given her a unique perspective on American politics.
2. Over thirty years ago, this distinguished graduate of two universities (was/were) first attracted to politics.
3. Jordan, despite many setbacks and difficulties, (has/have) achieved many of her goals.
4. A public speaker with Jordan’s exceptional talents (is/are) rare.
5. Politicians from many states (was/were) impressed with Barbara Jordan’s address at the 1976 Democratic National Convention.
6. Perhaps Jordan’s extraordinary abilities in public speaking (was/were) encouraged by her father, a Baptist minister.
7. African American women, in Jordan’s opinion, (needs/need) to make their voices heard in government.
8. Jordan’s reputation in political circles (was/were) enhanced by her strong role in the congressional hearings about the impeachment of President Richard Nixon.
9. Jordan, in spite of her popularity among Texas voters, (was/were) prepared to leave politics by 1978 for a teaching career.
10. Barbara Jordan’s place in history books clearly (seems/seem) secure.
Agreement with Linking Verbs

Do not be confused by a predicate nominative that is different in number from the subject. Only the subject affects the number of the linking verb.

The lightest crate is two tons. [The singular verb, is, agrees with the singular subject, crate, not with the predicate nominative, tons.]

Recent studies on the behavior of wild animals are his topic for the day. [The plural verb, are, agrees with the plural subject, studies, not with the predicate nominative, topic.]

Exercise 3 Making Linking Verbs Agree with Their Subjects

Find the simple subject or subjects in each of the following sentences. Then write on your paper the form of the verb in parentheses that agrees with the subject of each sentence.

Our Endangered Forests and Wildlife

1. The growing threat to America's wild animals (is/are) a national problem.
2. Another problem (is/are) the many acres of forest land we lose each year.
3. Wildlife (remains/remain) a rich and vital part of our national heritage.
4. Animals (is/are) also an important part of our world.
5. Research on plant and animal life (is/are) the means of much scientific discovery.
6. Our forests (is/are) also a wonderful resource for recreation.
7. Once our forest land (was/were) millions of acres more extensive.
8. Growing cities (is/are) part of the problem.
9. By the 1990s, one result of deforestation (was/were) high numbers of endangered species.
10. Adequate food (is/are) a necessity for animals.
11. The cost of deforestation (is/are) years of floods and damaging soil erosion.
12. Harmful effects on the wild animals that depend on the forest (is/are) a result of deforestation.
13. The long-term effects of excessive hunting and fishing (is/are) another problem.
14. State governments (is/are) important agencies in protecting our endangered forests.
15. The destructive results (is/are) a disturbance in the balance of nature.
16. Our land (is/are) our home, our heritage, and our gift to the future.
17. Protected lands (seem/seems) the only hope for wildlife.
18. Our forests (remains/remain) an important part of their survival.
19. Efforts by government and private citizens (seems/seem) the solution.
20. We (is/are) all part of the solution.
Agreement in Inverted Sentences

In an inverted sentence—a sentence in which the subject follows the verb—take care in locating the simple subject and make sure that the verb agrees with the subject.

Inverted sentences often begin with prepositional phrases. Do not mistake the object of the preposition for the subject.

**SINGULAR**

In the jungle roars the *lion*.

**PLURAL**

In the jungle roar the *lions*.

**SINGULAR**

In a large cage at the zoo rests a noble *lion*.

**PLURAL**

In a large cage at the zoo rest two noble *lions*.

In inverted sentences beginning with *there* or *here*, look for the subject after the verb. The word *there* or *here* is almost never the subject of a sentence.

**SINGULAR**

There is a *lion* in the jungle.

Here *goes* the *ambulance*.

**PLURAL**

There are *lions* in the jungle.

Here *go* the two *ambulances*.

In questions, an auxiliary verb may come before the subject. Look for the subject between the auxiliary verb and the main verb.

**SINGULAR**

Does that *lion* live in the jungle?

**PLURAL**

Do those *jungles* contain lions?
Exercise 4  Making Subjects and Verbs Agree in Inverted Sentences

Find the simple subject in each of the following sentences. Then write on your paper the form of the verb in parentheses that agrees with the subject of each sentence.

**Dining Out**

1. There (is/are) three excellent and unusual restaurants in my neighborhood.
2. In the window of one of the restaurants (hangs/hang) an interesting menu.
3. Over the door of another (swings/swing) an old and elaborate sign.
4. Outside the third (stands/stand) two statues representing servers.
5. (Does/Do) the restaurant owners ever cook and bake?
6. (Is/Are) expert chefs brought in to create mouth-watering specialties to please the demanding clientele?
7. There (is/are) a pleasant decor in all three of these restaurants.
8. Into the restaurants (crowds/crowd) the hungry customers.
9. Here (comes/come) the people who want to eat before they go to the theater.
10. There (gathers/gather) the people waiting to be seated.
11. On one menu (is/are) a picture of an unusual animal.
12. On the sign there (is/are) three pictures of the food served.
13. In the lap of one statue in a corner of the restaurant (rests/rest) a knife.
14. How (does/do) the owner find all the foods for the menus?
15. There (is/are) special menus for children in each restaurant.
16. On each table (is/are) a vase of flowers.
17. On a table in the center of the restaurant (is/are) dishes from other countries.
18. There (is/are) a line of three young men outside the door.
19. (Does/Do) the three men have reservations?
20. Here (comes/come) the third delivery of food for today.

Exercise 5  Writing Inverted Sentences

On your paper, write the following sentences as inverted sentences. Make sure each verb agrees with its subject.

**Team Trophies**

1. The prize trophy rests in the office.
2. The members of the team are sitting in the hall.
3. Ten other trophies won by other teams are also in the case.
4. The principal hopes to keep the trophies in the new case. (Write as a question.)
5. The trophy for the basketball tournament is here.
Agreement with Special Subjects

Collective Nouns

A collective noun names a group. Consider a collective noun singular when it refers to a group as a whole. Consider a collective noun plural when it refers to each member of a group individually.

**SINGULAR**
- His *family* arrives.
- The *committee* decides.

**PLURAL**
- His *family* are well.
- The *committee* sign their names.

Special Nouns

- Certain nouns that end in *-s*, such as *mumps*, *measles*, and *mathematics*, take singular verbs.
  
  **SINGULAR** *Mumps* is a disease.

- Certain other nouns that end in *-s*, such as *scissors*, *pants*, *binoculars*, and *eyeglasses*, take plural verbs.
  
  **PLURAL** The *scissors* were sharp.
  - Your *eyeglasses* need cleaning.

- Many nouns that end in *-ics* may be singular or plural, depending upon their meaning.
  
  **SINGULAR** *Statistics* is an interesting subject. [one subject of interest]
  
  **PLURAL** *Statistics* show that women live longer than men. [more than one application of this particular field of study]

Exercise 6

Using Special Subjects in Sentences

Write 10 sentences. In each sentence, use one of the following nouns as the subject. Make sure each subject agrees with a present-tense verb.

**SAMPLE** measles

**ANSWER** Measles is a common childhood disease.

1. club
2. politics
3. family
4. fleet
5. audience
6. stairs
7. mathematics
8. news
9. analysis
10. group
Nouns of Amount

- When a noun of amount refers to a total that is considered as one unit, the noun is singular. When it refers to a number of individual units, the noun is plural.

**SINGULAR**

- Three *dollars* is not too much for that book. [one amount]
- Ten *years* is a decade. [one unit of time]

**PLURAL**

- Three *dollars* are on the table. [three individual bills]
- Ten *years* have passed. [ten individual periods of time]

Titles

- A title is always singular, even if a noun within the title is plural.

**SINGULAR**

- *Great Expectations* is one of the best-loved novels in English literature.

Exercise 7 Making Verbs Agree with Special Subjects

Find the subject in each sentence. Then write on your paper the form of the verb in parentheses that agrees with the subject.

**Roberto Clemente, a Baseball Hero**

1. The first baseball team to hire Roberto Clemente (was/were) the Santurce Cangrejeros of Puerto Rico.
2. When Clemente joined the Pittsburgh Pirates in 1954, fifty thousand dollars (was/were) considered a princely salary.
3. Clemente’s family (was/were) eager to show its pride in him.
4. Roberto Clemente’s impressive offensive and defensive statistics (shows/show) that he was a versatile player.
5. Professional athletics (is/are) a demanding field.
6. Clemente’s eighteen years in major-league baseball (is/are) considered a long career.
7. Five hours (is/are) a long time for a professional baseball game to last.
8. On December 31, 1972, his team (was/were) all very much shocked to hear that Clemente had died in a plane crash while taking supplies to earthquake victims in Nicaragua.
9. Sometimes a professional athlete’s second family (is/are) his or her teammates.
10. Our class agrees that *The Great One* (is/are) an appropriate title for a biography of Roberto Clemente.
Agreement with Compound Subjects

Compound Subjects Joined by *And*

- A compound subject that is joined by *and* or *both* . . . *and* is plural unless its parts belong to one unit or the parts both refer to the same person or thing.

  **PLURAL** The *lion* and the *tiger* are *roaring.*
  Both *skiing* and *skating* are *fun.*

  **SINGULAR** *Peanut butter* and *jelly* is a favorite combination.
  [Compound subject is one unit.]
  His *friend* and *companion* accompanies him.
  [One person is both friend and companion.]

Compound Subjects Joined by *Or* or *Nor*

- With compound subjects joined by *or* or *nor* (or by *either* . . . *or* or *neither* . . . *nor*), the verb always agrees with the subject nearer the verb.

  **PLURAL** Neither the *lion* nor the *tigers* are *roaring.*

  **SINGULAR** Either the *lion* or the *tiger* is *roaring.*
  Neither the *lions* nor the *tiger* roars.

**Exercise 8** Writing Sentences with Compound Subjects

Write five sentences. In each sentence, use one of the following items as the compound subject. Make the compound subject agree with a present-tense verb.

1. bread and butter
2. neither the players nor the coach
3. both the climate and the geography of the South
4. Aunt Susan or Uncle Harold
5. either a cat or a dog
Many a, Every, and Each with Compound Subjects

- When *many a*, *every*, or *each* precedes a compound subject, the subject is considered singular.

**Singular**

- *Many a giraffe* and *elephant lives* in the nature preserve.
- *Every chair, bench, and table was taken.*
- *Each lion and tiger is roaring.*

**Exercise 9** Making Verbs Agree with Their Subjects

On your paper, write the appropriate form of each verb in parentheses.

*Leontyne Price, Opera Star*

1. The opera expert and the casual listener (agrees/agree) that Leontyne Price is one of the greatest living sopranos.

2. Many people in Price’s life (was/were) influential in her decision to pursue a career in music.

3. When Price undertook four demanding years of formal training in New York, neither her talents nor her ambition (was/were) lacking.

4. Before Price became a star, producers Robert Breen and Blevins Davis (was/were) impressed by Price’s singing.

5. Price’s longtime friend and adviser, vocal coach Florence Page Kimball, probably (feels/feel) that Price’s finest role was that of Bess in Gershwin’s *Porgy and Bess.*

6. Neither Price’s performance in *The Magic Flute* nor her triumphs in Verdi’s operas (has/have) given me as much pleasure as her singing in *Madame Butterfly.*

7. Fortunately, neither serious illnesses nor stage fright (has/have) interrupted Price’s long career.

8. To be a successful singer like Price, talent and perseverance (is/are) required.

9. Every note, gesture, and facial expression (is/are) crucial to the success of a performance.

10. Many a performer and audience member (feels/feel) excited when the lights in a theater dim.
Intervening Expressions

Certain expressions, such as *accompanied by*, *as well as*, *in addition to*, *plus*, and *together with*, introduce phrases that modify the subject but do not change its number. Although their meaning is similar to that of *and*, these expressions do not create compound subjects.

- If a singular subject is linked to another noun by an intervening expression, such as *accompanied by*, the subject is still considered singular.

**SINGULAR**  
Margaret, *accompanied by* her date, *was* the first girl to dance.  
The pianist, *as well as* the guitarist, the saxophonist, and the lead singer, *is* late.  
Her course load, *plus* her extracurricular activities, *was* a lot to handle.  
*Sleet, in addition to* snow, *is expected* tomorrow.  
*Sports, together with* band, *is* the most popular extracurricular activity.

**Exercise 10**  
**Making Verbs Agree with Intervening Expressions**

On your paper, write the appropriate form of each verb in parentheses.

**Becoming a Singer**

1. A voice teacher, as well as friends and relatives, *(is/are)* helpful in encouraging a young singer.  
2. Talent, together with perserverance and practice, *(makes/make)* a successful career possible.  
3. The student, accompanied by a pianist, *(sings/sing)* for the first time tonight.  
4. Members of the orchestra, plus the soloist and the teacher, *(prepares/prepare)* for the evening’s performance.  
5. The teacher, together with family and friends, *(applauds/applaud)* the students.  
6. The students, in addition to the teacher, *(is/are)* relieved that the performance went so well.  
7. The performers, as well as the audience, *(departs/depart)* satisfied with the evening.  
8. Lessons, in addition to practice, *(has/ have)* proven valuable.  
9. Every student, plus the students’ parents, *(realizes/realize)* the importance of rehearsing.  
10. The class, together with the teacher, excitedly *(discusses/discuss)* the performance.
A verb must agree in number with an indefinite pronoun subject.

Indefinite pronouns can be divided into three groups, as shown in the following chart:

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
<th>ALWAYS SINGULAR</th>
<th>ALWAYS PLURAL</th>
<th>SINGULAR OR PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>everybody</td>
<td>nobody</td>
<td>anything</td>
</tr>
<tr>
<td>either</td>
<td>everybody</td>
<td>nothing</td>
<td>someone</td>
</tr>
<tr>
<td>neither</td>
<td>everything</td>
<td>anyone</td>
<td>somebody</td>
</tr>
<tr>
<td>one</td>
<td>no one</td>
<td>anybody</td>
<td>something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>several</td>
<td>both</td>
</tr>
<tr>
<td></td>
<td></td>
<td>few</td>
<td>many</td>
</tr>
<tr>
<td>some</td>
<td>all</td>
<td>any</td>
<td>most</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>none</td>
</tr>
</tbody>
</table>

Plural indefinite pronouns take plural verbs. Singular indefinite pronouns take singular verbs.

**SINGULAR**  
Everybody is going to the rodeo.  
No one in the audience looks upset.  
Something in the kitchen smells good.

**PLURAL**  
Both of the children are in school this morning.  
Many of the books were donated to the library.

A pronoun from the group labeled singular or plural can be either singular or plural, depending upon the noun to which it refers.

**SINGULAR**  
Some of the dessert is left. [Some refers to dessert, a singular noun.]

**PLURAL**  
Some of the commuters were caught in the rainstorm. [Some refers to commuters, a plural noun.]

### Exercise 11  Making Verbs Agree with Indefinite Pronoun Subjects

Find the pronoun subject in each sentence and the noun to which it refers. On your paper, write the form of the verb in parentheses that agrees with the subject.

**A Night at the Opera**

1. All of the performers of the opera (knows/know) their parts.
2. Few of the soloists (was/were) needed for this particular work.
3. Any of the audience who came late (was/were) handed a program by the usher.
4. Each of the programs left after the performance (was/were) recycled.
5. Most of the audience members (was/were) pleased by the performance.
Exercise 12  Writing Sentences with Indefinite Pronoun Subjects

Write 10 sentences. In each sentence, use one of the following indefinite pronouns as the subject. Make each subject agree with a present-tense verb.

**SAMPLE**

one

**ANSWER**

One of my friends owns a racing bike.

1. each
2. many
3. few
4. both
5. neither
6. nobody
7. nothing
8. everything
9. one
10. several

Exercise 13  Writing Sentences with Indefinite Pronoun Subjects

For each indefinite pronoun listed below, write two sentences, using the pronoun as the subject of both sentences. In the first sentence of each pair, use a singular present-tense verb. In the second sentence, use a plural present-tense verb.

**SAMPLE**

some

**ANSWER**

Some of the work is not finished.
Some of the books are on the shelf.

1. none
2. any
3. most
4. all
5. some

Exercise 14  Making Verbs Agree with Their Subjects

On your paper, write the appropriate form of the verb in parentheses.

**Butterflies**

1. Almost all of these insects (has/have) some means of protection from enemies.
2. Many of them (excels/excel) at the art of imitation.
3. Some insects, like the walking stick, (looks/look) like inanimate objects when they rest on a plant stem.
4. Some butterflies, like this one, (has/have) special coloration to startle would-be predators.
5. Some of the members of one group (has/have) subdued colors and fly at night.
6. Both of these (is/are) true butterflies.
7. Protective coloration, as well as spiny larvae, (is/are) characteristic of many butterflies.
8. The monarch butterfly, along with its caterpillar, (has/have) a bitter taste.
9. Neither of these insects (makes/make) a tempting meal for a hungry bird.
10. Many of these birds (avoids/avoid) some butterflies.
Exercise 15  Correcting Subject-Verb Agreement

The following paragraph contains ten errors in subject-verb agreement. Locate the sentences with errors and rewrite those sentences, using the verb form that agrees with the subject. (Not every sentence contains an error.)

Popular Music

1 Many people in the cities of Los Angeles, Miami, and New York enjoys several kinds of popular music. 2 While a family in Brooklyn listen to reggae music together, a family in Miami enjoy merengue. 3 Many a music lover, whether young or old, like jazz and blues. 4 Many Americans, as well as people from around the world, dances to the brassy music known as salsa. 5 The syncopated rhythms of calypso music is popular among people who like the steel drum. 6 Very popular in some communities is Mexican folk songs called rancheras. 7 From the recording studios come one new popular hit after another. 8 Usually thousands of dollars are the sum needed to record a new song. 9 In many American cities, neither the Motown tunes of the 1960s nor rock-and-roll have gone out of style. 10 Ask whether your family or friends enjoy a special kind of music.

Exercise 16  Making Verbs Agree with Their Subjects

On a separate sheet of paper, rewrite the following paragraphs, replacing each blank with a verb in the present tense.

The boy with black eyes ________ over the rim of the canyon into the valley below. Everything ________ pale, as if the hot midday sun has bleached the colors from the landscape. The boy stands with arms upraised and ________ a stone over the cliff. “One, two, three,” ________ the boy as the stone falls, and on “four” he hears it clatter on the rocks. Then he remembers that in one of his pockets ________ the carving of the bird he finished the night before. As polished as river rocks ________ his bird, and as white as sunlight. Quickly, without thinking, the boy from Wide Ruins ________ the bird and ________ it over the cliff. There ________ a brief flash of white, and the bird is gone. Nobody, not even the boy, ________ whether it hits the ground.

The boy listens. No sounds from the valley far below ________ his ears. The silence of his surroundings ________ absolute. Suddenly, faint flutterings ________ a signal to turn his gaze downward. Far below him in the shade of the canyon ________ the valley floor. The boy peers intently, adjusting his gaze from the brightness of sun to the darkness of shadow. In the dimness there ________ a flash of white. ________ his eyes deceive him? Again ________ the white, and then it is gone. Both the valley and the air ________ again still. The boy waits another moment, but there ________ nothing. His family ________ . He turns away from the canyon.
Simin Daneshvar is from Iran, and her novel *Savushun* describes the fortunes of an Iranian family at the time of the Second World War. The chief characters of the novel are a sensitive young woman named Zari and her husband, Yusof. In this passage, Zari spends a quiet afternoon in her garden with her twin daughters. The passage has been annotated to show some examples of subject-verb agreement covered in this unit.

**Literature Model**

from *Savushun*

*by Simin Daneshvar*

translated from the Persian

*by M. R. Ghanoonparvar*

Ten days had passed since Yusof had left for the winter pastures, and the weather in the garden wasn’t much better than where he was. Summer always hurried in like this, chasing away spring. It was afternoon and Gholam was sprinkling water on the patio in front of the house. Zari, carrying gardening clippers, was looking for flowers to pick. But there were none worth picking in the garden. Mina and Marjan, chirping like birds, followed their mother from one bush to another. By the stream around the patio there were some cockscombs so wilted and dusty that not even an old hen would have looked at them twice. By another stream, the faces and heads of the snapdragons were all covered with dust. Some more humble plants were straining to close their eyes and sleep as the sun set. The only hope was for the tuberoses, which Gholam claimed would “blossom when there is a full moon.” The orange-blossom petals had dried up completely and, under the trees, looked like dried and shriveled brown stars. How one missed winter, when the narcissuses opened at the edge of the streams, and gave their reflections to the passing water as a memento. The water flowed
on, losing the reflections, pouring into the pool without a witness. One could only hear its current. And when spring came, the white and purple violets gracefully greeted the passing water without promise or memento.

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**Review: Exercise 1**  
**Making Subjects and Verbs Agree When Prepositional Phrases Intervene**

Each of the following sentences describes characteristics of the Persian garden. On your paper, rewrite each sentence, following the directions in parentheses. In some cases, you will need to change the form of the verb to make the sentence correct; in other cases, the verb will remain the same.

**SAMPLE**  
For Persians, an image of paradise is created by gardens.  
(Change *an image* to *images*.)

**ANSWER**  
For Persians, images of paradise are created by gardens.

1. The scene on ancient Persian pottery often depicts garden images.  
   (Change *scene* to *scenes*.)
2. A pool of water usually plays a role in these scenes. (Change *A pool* to *Pools*.)
3. Often, too, the patterns on Persian rugs suggest a garden. (Change *Persian rugs* to *a Persian rug*.)
4. Persian gardens throughout the years have been laid out in four sections.  
   (Change *the years* to *time*.)
5. Pavilions of cypress trees were often built at the center of the garden.  
   (Change *Pavilions* to *A pavilion*.)
6. In Iran some gardens still follow this plan. (Move the prepositional phrase so that it comes directly after the subject.)
7. The pool in such a garden is still an important feature. (Change *such a garden* to *these gardens*.)
8. Sometimes streams from nearby areas supply the water for these pools.  
   (Change *nearby areas* to *a nearby area*.)
9. In some seasons, water is provided by sloping tunnels called *qanat* lines.  
   (Move the first prepositional phrase so that it comes directly after the subject.)
10. The length of the *qanat* line varies considerably. (Change *line* to *lines*.)
11. Beneath the surface, *qanat* lines connect the valleys to the snow-capped mountains. (Move the first prepositional phrase so that it comes directly after the subject.)
12. Owners of gardens rent the channel for a certain length of time.  
   (Change *gardens* to *a garden*.)
13. From the mountains, melting snow thus becomes a source of water. (Move the first prepositional phrase so that it comes directly after the subject.)
14. Varieties of roses dominate Persian gardens. (Change Varieties to A variety.)
15. A rose with deep aroma has been used in many ways. (Change A rose to Roses.)
16. Gardeners of certain roses press petals to make fragrant rosewater. (Change Gardeners to A gardener.)
17. A flavoring from the rose is used in a variety of desserts. (Change the rose to roses.)
18. The song of a nightingale makes a garden even more delightful. (Change song to songs.)
19. A common sight in Persian gardens is brightly colored tulips. (Change A common sight to Common sights.)
20. A plane tree of huge proportions often provides shade for the garden. (Change A plane tree to Plane trees.)

**Review: Exercise 2 Writing Sentences with Intervening Prepositional Phrases**

The following sentences describe an imaginary garden. Rewrite each sentence, adding an appropriate prepositional phrase in the place indicated by the caret and choosing the correct form of the verb in parentheses.

SAMPLE The flower garden ^ (is/are) beautiful.
ANSWER The flower garden behind my grandmother's house is beautiful.

1. Flowers ^ (offers/offer) a spectacle of color throughout the growing season.
2. Some kinds of flowers ^ (provides/provide) food and nectar for insects.
3. Fresh flowers ^ (makes/make) the whole house smell good.
4. Flowers ^ (adds/add) pleasure to your world.
5. Fragrant roses ^ (delights/delight) all who behold them.
6. Lilacs ^ (is/are) a charming sight.
7. The first crocuses ^ (announces/announce) the coming of spring.
8. A small garden ^ (needs/need) to be planned carefully.
9. Weeding ^ (is/are) an important part of caring for a garden.
10. Bulbs ^ (is/are) planted long before they are expected to bloom.
11. The rich soil ^ (nourishes/nourish) the flowers.
12. People passing ^ (enjoys/enjoy) the flowers' beauty and fragrance.
13. A birdbath ^ (attracts/attract) robins and sparrows.
14. A vegetable garden ^ (is/are) practical but not necessarily beautiful.
15. Vegetables ^ (enhances/enhance) one's diet.
16. Fresh vegetables ^ (tastes/taste) better than vegetables bought in a store.
17. Surplus crops ^ (is/are) frozen, dried, or canned.
18. A small herb garden ^ (provides/provide) fresh seasonings for cooking.
19. Herb gardens ^ (is/are) easy to take care of.
20. Daily watering ^ (is/are) a must when rainfall is scarce.
Review: Exercise 3  Making Linking Verbs Agree with Their Subjects

Each of the following sentences describes the scene from the passage from *Savushun*. On your paper, rewrite each sentence, following the directions in parentheses. If necessary, change the number of the linking verb.

1. Usually Zari’s garden is a beautiful sight. (Change *garden* to *flowers*.)
2. Today, however, the main feature of the garden is a cluster of wilted flowers. (Change *a cluster to clusters*.)
3. An orange-blossom petal has become a shriveled jumble. (Change *An orange-blossom petal to Orange-blossom petals*.)
4. The streams are mirrors for the drooping blossoms. (Change *mirrors to a mirror*.)
5. The garden tool is a useless device on such a day. (Change *tool to clippers*.)
6. The only animals in the garden are birds. (Change *animals to surprising sight*.)
7. In winter a flowering plant is a welcome sight. (Change *a flowering plant to flowering plants*.)
8. In spring one image of loveliness is the violet. (Change *the violet to violets*.)
9. Water is the key to survival for these fragile plants. (Change *key to to means of*.)
10. Irrigation systems are the best solution for dry areas. (Change *Irrigation systems to An irrigation system*.)

Review: Exercise 4  Making Subjects and Verbs Agree in Inverted Sentences

Each of the following sentences elaborates on an idea suggested in *Savushun*. First write each sentence on your paper, choosing the correct form of the verb in parentheses. Then rewrite each sentence in inverted order, using the correct verb form.

**SAMPLE**  The hot sun (beats/beat) upon the dry plants.

**ANSWER**  The hot sun beats upon the dry plants.
Upon the dry plants beats the hot sun.

1. The clippers (is/are) in Zari’s hand.
2. The gardener (stands/stand) among some bushes.
3. A gently curving stream (flows/flow) between the towering trees.
4. Some wilted cockscombs (droops/droop) by the side of the stream.
5. Crumbling orange-blossom petals (lies/lie) in the dry dust.
6. The colorful snapdragons (blooms/bloom) near another stream.
7. The limp blossoms (bends/bend) toward the parched earth.
8. The refreshing water (flows/flow) onto the thirsty plants.
9. New growth (comes/come) with frequent waterings.
10. The white tuberose (appears/appear) on cool moonlit nights.
Review: Exercise 5  Making Verbs Agree with Special Subjects

The following sentences are about a panel discussion on the occupation of Iran during the Second World War by Great Britain and the Soviet Union. First write the subject of each sentence and then write the form of the verb in parentheses that agrees with the subject.

SAMPLE  A panel of experts (prepares/prepare) for discussions of various aspects of the occupation of Iran.

ANSWER  panel prepares

1. Because mumps (is/are) spreading throughout the community, some students will miss the discussion.
2. Binoculars (helps/help) those in the back of the large auditorium to see the speakers.
3. *The Effects of Allied Occupation on Iran* (is/are) a book recommended by one of the speakers.
4. First the audience (learns/learn) about the German influence in Iran at the beginning of World War II.
5. The panel then (discusses/discuss) among themselves the British and Soviet control of Iran in the early 1940s.
6. The group at the podium (disagrees/disagree) about whether that occupation was necessary.
7. Five years (was/were) the length of the Allied occupation of Iran.
8. Our class next (hears/hear) about the economic and social problems in Iran at the time.
9. One panel member claims that thirty thousand (was/were) the approximate number of troops provided by the United States when it joined the occupation in 1942.
10. Statistics (shows/show) that the years of occupation were difficult for Iran.
11. The Committee on International Affairs (sponsors/sponsor) the discussion.
12. The committee (discusses/discuss) the issues thoroughly.
13. Nobody (arrives/arrive) late for the discussion.
14. Six months (has/have) passed since the last panel discussion.
15. A brief synopsis of the events leading to the occupation (is/are) given.
16. The ethics of the occupation (is/are) also discussed.
17. *World War II Military Occupations* (is/are) a book referred to by a speaker.
18. The faculty (is/are) represented by several teachers.
19. The hours spent at the panel discussion (is/are) very productive.
20. Afterwards, our class (is/are) divided on the need for the occupation.
Review: Exercise 6 Making Verbs Agree with Compound Subjects

Each of the following sentences elaborates on an idea suggested by the passage from *Savushun*. On your paper, rewrite each sentence, following the directions in parentheses and making any necessary adjustments to the form of the verb.

**SAMPLE**

Every flower needs water. (Add and shrub to the complete subject.)

**ANSWER**

Every flower and shrub needs water.

1. Mina scampers from bush to bush. (Add and her sister to the complete subject.)
2. Zari and the girls look for flowers. (Delete and the girls from the complete subject.)
3. Every cockscomb droops. (Add and orange blossom to the complete subject.)
4. Many a violet has faded. (Add and narcissus to the complete subject.)
5. Each stem withers. (Add and blossom to the complete subject.)
6. Zari and Gholam tend the garden. (Delete and Gholam from the complete subject.)
7. The stream and the pond supply water for the garden. (Delete and the pond from the complete subject.)
8. Many a dried leaf floats on the still water. (Add and petal to the complete subject.)
9. The spring and the winter bring fresh foliage. (Delete and the winter from the complete subject.)
10. Now Zari and her children want only the safe return of Yusof. (Delete and her children from the complete subject.)

Review: Exercise 7 Making Subjects and Verbs Agree When Expressions Intervene

The following sentences describe the situation and characters in *Savushun*. Rewrite each sentence, correcting any errors in subject-verb agreement. If the sentence contains no errors, write correct.

1. In the novel *Savushun*, the British army, as well as Soviet troops, occupy Iran.
2. The troops, plus a poor harvest, causes a food shortage.
3. Yusof, as well as Zari, is sympathetic to the hungry nomads and peasants.
4. A tribal leader, accompanied by his brother, bring Yusof news of the peasants’ hardships.
5. The peasant population, plus its sheep, is starving.
6. Yusof, accompanied by servants, have gone to his pastures.
7. Yusof, in addition to his foreman, visits the shepherds.
8. Zari, together with Yusof’s sister, give food to the poor.
9. Bread, as well as dates, are taken by Zari to hospitals.
10. Famine, together with disease, cause death everywhere.
Review: Exercise 8  Making Verbs Agree with Indefinite Pronoun Subjects

The following sentences describe gardens around the city of Shiraz, the setting of Savushun. Rewrite each sentence, replacing the indefinite pronoun in italics with the pronoun in parentheses. If necessary, change the number of the verb.

SAMPLE  Many of Iran’s historic sites are near Shiraz.
         (One)
ANSWER  One of Iran’s historic sites is near Shiraz.

1. Most of the sites, such as the tombs of the ancient poets Hafiz and Sadi, feature gardens. (A few)
2. Both of these poets are revered in Muslim cultures. (Each)
3. Either of their tombs attracts numerous visitors. (Both)
4. Most in Iran are familiar with the poems of Hafiz. (Everyone)
5. Many enjoy reading his verse in a nearby garden. (Anybody)
6. Several of the older gardens have vanished entirely. (Some)
7. Each of the area’s palaces was decorated with mirrored tile. (Many)
8. All are able to imagine the beauty of the palaces. (Someone)
9. Few of the ancient gardens have been fully restored. (Several)
10. Some of the renovation of the Rose Garden is complete. (Most)

Review: Exercise 9  Proofreading

The following passage describes manuscript illumination; an example by a Persian artist appears on the opposite page. Rewrite the passage, correcting any errors in spelling, usage, and grammar. Add any missing punctuation. There are twenty-five errors.

Persian Illuminated Manuscripts

1Illustrated, or illuminated, books was one of the highest art forms in the Islamic world. 2From the tenth through the sixteenth centuries, manuscript painting was highly cherished for it celebrated the beauty and the power of the written word. 3Because in Islam books were considered to be the embodiment of divine revelation, they were treated with reverence. 4Moreover, written Arabic lends itself to exquisite calligraphy a type of stylized handwriting.

5In Persia and in other Middle Eastern countries, the teachings of the sixth-century prophet Mohammed was often illustrated. 6Similarly, many literary manuscripts was illustrated in the sixteenth century. 7The illustration above
date from that time. 8It is taken from a book entitled *Mantiq at-Tayr* (Language of the Birds) which was written by Farid-Al-Din ’Attar. 9The image of the birds in the garden are quite small intricate, and carfully painted. 10Parts of the painting is covered with gold leaf, which was used to brighten the scene. 11The rich brocade image represents the idealized realm of the birds. 12The birds themselves represents creatures of the heavens.

13At the upper right of the picture are the figure of a man. 14This figure can be interpreted in two ways—as a guardian of the birds sanctuary or as a representation of the human threat to that world. 15The painting, however, mirror the content of the book in reflecting an ideal world rather than an actual world. 16Therefore, peace and harmony predominates.

17Garden-related themes appears in many Persian literary classics. 18The richly varied colors and textures of nature is found not only in Persia’s art but in it’s architecture and in the many complex decorative designs that pervade Persian culture. 19In the illumination at the top of this page, the colors and sounds of the garden calls up visions of natural beauty.
Mixed Review

The following sentences describe the life and achievements of Simin Daneshvar [sê mên´ dâ´nesh vär´]. For each sentence, write the appropriate form of the verb in parentheses.

**Simin Daneshvar**

1. Simin Daneshvar, as well as her husband, (figures/figure) prominently among contemporary Iranian writers.
2. Daneshvar, along with other Iranian writers, (criticizes/criticize) the lack of justice in her homeland.
3. Studies at Tehran University (was/were) the foundation for her doctorate in Persian literature.
4. Daneshvar’s lectures at Tehran University (has/have) exposed many scholars to her ideas.
5. All of Iran’s social classes (is/are) represented in her fiction.
6. Among the greatest influences on her works (was/were) the famous American author O. Henry.
7. *The Quenched Fire* (1948) and *A City as Paradise* (1961) (deals/deal) with women’s roles in society.
8. None of the stories in *The Quenched Fire* (has/have) been reprinted because the author was dissatisfied with the work.
10. Daneshvar’s works (is/are) a realistic depiction of social problems in her country.
11. Politics in Iran (does/do) not generally encourage artistic freedom.
12. In Iran a woman who receives a doctorate, especially in Persian studies, (is/are) unusual.
13. There (is/are) many things Daneshvar wants to do to help her country.
14. One of her concerns (is/are) the needs of the people of Iran.
15. All of Iranian society (is/are) the subject of her work.
16. One of Daneshvar’s objectives (has/have) been to help women.
17. Daneshvar (is/are) an author and storyteller who takes pride in her work.
18. Both her clear language and her graceful style (gives/give) a compelling picture of life in Iran.
19. I, as well as my best friend, (has/have) a better understanding of life in Iran after reading her books.
20. Persian, the language of Daneshvar’s books, (is/are) an ancient language.
In this passage from *House Made of Dawn*, N. Scott Momaday demonstrates several examples of correct subject-verb agreement. Examine the passage, focusing on the italicized subjects and verbs.

My grandmother lived in a house near the place where Rainy Mountain Creek runs into the Washita River. Once there was a lot of sound in the house, a lot of coming and going, feasting and talk. The summers there were full of excitement and reunion. The Kiowas are a summer people; they abide the cold and keep to themselves, but when the season turns and the land becomes warm and vital they cannot hold still; an old love of going returns upon them. The old people have a fine sense of pageantry and a wonderful notion of decorum. The aged visitors who came to my grandmother’s house when I was a child were men of immense character, full of wisdom and disdain.

**Techniques with Subject-Verb Agreement**

Use some of Momaday’s techniques when you write and revise your own work.

1. Be alert to prepositional phrases and other expressions that fall between a subject and its verb. Mentally block them out when you check for agreement.

   **INCORRECT USE** visitors who came to my house when I was a child was 
   **MOMADAY’S CORRECT USE** visitors who came to my house when I was a child were

2. When you check for agreement in inverted sentences, remember that the subject follows the verb. In inverted sentences beginning with *there* or *here*, remember that *there* or *here* is almost never the subject.

   **INCORRECT USE** there were a lot of sound in the house 
   **MOMADAY’S CORRECT USE** there was a lot of sound in the house

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**Practice**

Practice these techniques by revising the following passage, using a separate sheet of paper. Rewrite the paragraphs, replacing each blank with a verb in the present tense.

At the tip of a high point overlooking the waves far below ______ the town. The handsome houses of the village ______ me of beautifully bound books on a high shelf. The wide windows facing the sea ______ the curve of book spines.

There, stretching into the distance on three sides, ______ the sea. The light glancing off the waves ______ me squint. The screech of gulls ______ the air. A sloop with billowing sails ______ toward the horizon. A fishing boat laden with crabs ______ toward the safety of harbor. The whole scene—cliff, sea, and houses— ______ so picturesque that it ______ like a watercolor.