



TROUBLESOME WORDS & USAGES CARDS

PRODUCT CODE: **395**

PRODUCT CONTENTS

DOUBLE-SIDED 8.5 X 5.5 TASK CARDS:

- 18 troublesome words lessons with answer keys (24 pages/12 sheets)
- 18 troublesome usages lessons with answer keys (24 pages/12 sheets)

SINGLE-SIDED 8.5 X 11 TASK CARDS:

- 18 troublesome words lessons with answer keys (23 pages)
- 18 troublesome usages lessons with answer keys (23 pages)

10 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

MATERIALS PREPARATION

PDF pages are designed to be printed on 8.5 x 11 inch sheets. Cover-weight paper in a variety of colors is available at office supply stores or online. Lamination is recommended.

Task cards in this product are provided in both double-sided and single-sided formats. The contents are identical. The double-sided cards are printed two to a page (each 8.5 x 5.5 inches) and will require 24 sheets of cover stock and lamination for the cards and answer keys. This is the cost-effective option for producing reusable task cards. Single-sided pages require 46 sheets. These can be used as black-line masters for worksheets.

Every card has a code. Most double-sided troublesome words cards have one lesson on the front and another on the back. The number is the same on both sides, although it is followed on one side with an A (TW-#A) and on the other with a B (TW-#B). Troublesome usages cards have one lesson, and the exercises are continued on the back.

ANSWER KEYS & STUDENT CHECKLISTS

Answer keys are provided because active involvement builds accountability. When done thoughtfully, students learn from checking their work and analyzing any errors. Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for student checklists that can be copied and cut.

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GRAMMAR

While fluent communication is highly valued in our society, using proper English is a daunting task. English is rife with irregularities, and acceptable usages are occasionally revised. In addition, English has several times more words than any other language, and new words are constantly being added. For these reasons, improving communication skills, particularly writing, is a huge challenge facing educators.

If students are taught to avoid a limited number of common communication errors and writing pitfalls, they can improve their writing substantially. These grammatical and syntactical errors detract from credibility. On the other hand, command over written and spoken language enhances an individual's ability to communicate with and convince others.

COMMON WORD & USAGE ERRORS

Inaccurate usage of certain words or grammatical constructions is often habitual. As a matter of fact, misuse is so common that many do not recognize the errors. If teachers offer lessons on these topics and extend application into assignments, writing skills of students are advanced. The following are some particularly confusing usages.

- Compound subjects joined by *and* require plural verbs. Mary and I are joining Girl Scouts.
- Singular subjects joined by *or* require a singular verb. My mom or dad is going to come.
- If singular and plural subjects are joined by *or*, put plural subject last and use plural verb. Books or periodicals are suitable reference materials. A book or periodicals are suitable.
- Indefinite pronouns, including *everyone*, *everybody*, and *everything*, are always singular and require singular verb forms. Everyone who thinks that yoga is easy needs to try it.
- Pronoun case (subjective, possessive, objective) is often confused, particularly in usages with compound subjects or objects. *Who* is used instead of *whom* in the objective case, and misuse is so common that it is becoming acceptable.
- Possessive pronouns and contractions are interchanged (*its* and *it's*).
- Adjectives and adverbs are interchanged. *Good* is commonly used instead of *well*, especially with linking verbs or the verb *do*. Students should understand that adjectives follow linking verbs, and that adjectives modify nouns and adverbs modify verbs.
- Transitive verbs need objects and intransitive do not. Many individuals confuse the transitive verb *lay* with intransitive verb *lie*, which has *lay* as its past tense.
- Relative pronouns *that*, *which*, and *who* are often used incorrectly when beginning a dependent clause that refers back to an antecedent. *That* is used in restrictive clauses that provide specifying information. *Which* can be used in restrictive clauses or in clauses that provide additional information, and these clauses should be set off with commas. *Who* is used when the clause gives more information about a person(s).
- When two negative words are used in a statement, the intended meaning is reversed. There isn't no water in the lake. MEANS There is some water in the lake. Change *no* to *any*.
- Do not shift from present tense to past tense (or vice versa) unless there is a reason. Americans eat an average of 20 pounds of candy yearly. Dutch eat three times as much. The world's hottest chili is the habanero. I found out the hard way. (reason for change)

In addition to these, common errors are discussed in the Troublesome Words & Usages Resource List on the following two pages. Use these to select instructional topics that are appropriate for the writing levels of your students. Remember, these common and ingrained errors will not be eradicated without instructional support and adequate practice.

RESOURCE LIST **TROUBLESOME WORDS & USAGES**

WORD	MEANING/USAGE	WORD	MEANING/USAGE
accept	v. – to take (accept your apology) or regard as right (accept a verdict)	doesn't	v. – contracted form of third person SINGULAR verb DOES and NOT
except	prep. – excluding (all except one); conj. – but (except they left)	don't	v. – contracted form of DO and NOT; used with a PLURAL subject, I, or YOU
accidentally	adv. – (accidentally is NOT a word); adverbs of manner are formed by adding -ly to adjectives (accidental)	emigrate	v. – to leave one's country (move from)
adapt	v. – to adjust (adapt to new climate)	immigrate	v. – enter another country intending to remain (move to)
adept	adj. – proficient (adept typist)	ensure	v. – to make sure or certain
adverse	adj. – antagonistic (adverse criticism); contrary (adverse weather conditions)	insure	v. – to take out or issue insurance; to be paid money in the case of loss
averse	adj. – against (averse to debt)	assure	v. – to inform positively, make certain, or give confidence
affect	v. – to have an influence or change	everyday	adj. – ordinary (everyday occurrence)
effect	n. – a result or influence v. – to bring about	every day	adj. with n. – (call me every day)
all of	do NOT use OF with ALL (all the men, NOT all of the men)	farther	adj. – comparative of FAR; more distant (both can refer to physical distance)
allude	v. – indirectly refer to something	further	adv. – also, greater detail; can express abstract or figurative meaning
elude	v. – to evade or escape (eluded police)	go vs. say	v. – GO is NOT a synonym for SAY
amount	n. – overall size or sum (amount of \$)	good	adj. – used before nouns (good book) or after linking verbs (it is good)
number	n. – how many are in group	well	adv. – used with verbs, especially action verbs (sings well; does well)
appraise	v. – to evaluate or value (appraise gems)	imply	v. – to suggest (speaker implies)
apprise	v. – to inform or notify (apprise of __)	infer	v. – to conclude (hearer infers)
between	prep. – references 2 items or number ranges (between him and her)	invent	v. – to create something that did not exist (Bell invented the phone)
among	prep. – used when referencing 3 or more items (among the states)	discover	v. – to find, learn, expose
complement	n. – something that completes v. – to complete	its	pron. – possessive pronoun used before a noun (NO apostrophe)
compliment	n. – a flattering remark v. – to praise (verb)	it's	contracted pronoun/verb that stands for IT IS and (needs an apostrophe)
continual	adj. – recurring in close succession	lie/lay/lying/lain	v. – to recline or be situated; intransitive (used without an object)
continuous	adj. – uninterrupted or constant	lay/laid/laying/laid	v. – to place or put; transitive (used with an object)
could of	OF should not be used in place of	lead	v. – to show the way (present tense)
should of	HAVE with could, would, or should;	led	v. – past tense of lead
would of	the correct verbs are COULD HAVE, SHOULD HAVE, and WOULD HAVE	lead	n. – a heavy, soft metal (pencil lead)

RESOURCE LIST **TROUBLESOME WORDS & USAGES**

WORD	MEANING/USAGE	WORD	MEANING/USAGE
lend	v. – to give a loan (bank lends)	than	conj. – used in comparisons (bigger than I am)
borrow	v. – to receive a loan (client borrows)	then	conj. – time chronology or therefore; adv. – at that time (wasn't alive then)
less	adj. – used with quantities or things that cannot be counted (less time)	that	relative pronoun used to begin a clause that gives necessary, specifying information; not preceded by comma
fewer	adj. – comparative form of few; used with people or items that are countable	which	relative pronoun used to begin a clause that gives either specifying or additional information; must be preceded by a comma
may	v. – helping verb meaning might (may rain) ; preferred over CAN for granting permission (you may go to the movie)	who	relative pronoun used to begin a clause used that gives more info about the person(s); avoid using THAT or WHICH when referring to people
can	v. – helping verb indicating the ability to do something (can type)	there	adv. – indicates place (put it there)
maybe	adv. – perhaps (maybe I can)	their	pron. – possessive form used before a noun (their car)
may be	v. – helping verb MAY with the verb BE (may be eligible)	they're	pron./v. – contracted form of they are; needs an apostrophe (they're late)
any/no	adj. – use only ONE negative word per sentence or clause; use ANY if the sentence contains NOT or a NOT (N'T) contraction	theirs	pron. – possessive collective form of THEY
anything/nothing	pron./n. – same rule applies	there's	pron./v. – contracted form of THERE IS
anywhere/nowhere	adv. – same rule applies	them	pron. – objective form of THEY
principal	n. – head person or monetary amount	those	pron. – plural form of THAT; do not use THEM (object pronoun) for THOSE (pointer pronoun)
principle	n. – basic truth or assumption	to	adv. – used to begin infinitive (to go) prep. – toward or in direction of
rise/rose/risen	v. – to get or go up (steam rises); intransitive (used without an object)	too	adv. – also (go too); excessively
raise	v. – to lift or bring up (raised a flag) transitive (used with an object)	two	adj./n. – numeral
real	adj. – true, not fake (real sugar)	who	pron. – subject or relative pronoun (man who won)
really	adv. – truly, very (really wishing for ...)	whom	pron. – objective form of WHO (it is whom you know that counts)
sit	v. – to take a position (sit down); intransitive (used without an object)	who's	pron./v. – contracted form of WHO IS
set	v. – to place something somewhere; transitive (used with an object)	whose	pron. – possessive form of WHO (whose bike is this)
so	conj. – therefore; coordinating conj. that is preceded by comma	your	pron. – possessive form of YOU
so that	conj. – SO followed by THAT gives a reason and is not used with a comma	you're	pron./v. – contracted form of YOU ARE
teach	v. – to give instruction or knowledge	yours	pron. – the ones belonging to YOU
learn	v. – to take in knowledge		

TROUBLESOME WORD & USAGE CARDS

There are 18 double-sided troublesome words cards. Each starts with a mini-lesson explaining the correct usages for the words (2 to 4 words per card). At the end of the explanation, the words are used in sentences. Students must select the correct words to complete the 8 sentences that follow. Most cards have a different lesson on each side. This is designated with A or B in code (TW-1A, TW-1B). An activity would include doing both sides of the card, or a total of 16 sentences. Cards 5, 15, 16, 17, and 18 have only one lesson, with 16 sentences on that lesson. Topics of the cards are:

1A	ITS, IT'S	1B	YOUR, YOURS, YOU'RE
2A	THEIR, THERE, THEY'RE	2B	THEIRS, THERE'S (plus 2A)
3A	TO, TOO, TWO	3B	LEAD, LED, LEAD
4A	INVENT, DISCOVER	4B	PRINCIPAL, PRINCIPLE
5	GOOD, WELL	5	GOOD, WELL
6A	FEWER, LESS	6B	TEACH, LEARN; LEND, BORROW
7A	BETWEEN, AMONG	7B	THAN, THEN
8A	MAY, CAN	8B	MAYBE, MAY BE; EVERYONE
9A	NEGATIVES – ANY/NO	9B	DOESN'T, DON'T
10A	AMOUNT, NUMBER	10B	ACCIDENTALLY (ADVERBS)
11A	SO, SO THAT	11B	SET, SIT
12A	AFFECT, EFFECT	12B	ACCEPT, EXCEPT
13A	GO, SAY; THEM, THOSE	13B	HAVE/OF, ALL OF
14A	LAY, LIE	14B	RAISE, RISE
15	THAT, WHICH, WHO	15	THAT, WHICH, WHO
16	WHO'S/WHOSE, WHO/WHOM	16	WHO'S/WHOSE, WHO/WHOM
17	COMPARATIVE/SUPERLATIVE	17	COMPARATIVE/SUPERLATIVE
18	ABBREVIATIONS & NUMBERS	18	ABBREVIATIONS & NUMBERS

Several of the cards deal with commonly misused homonyms (1A, 1B, 2A, 2B, 3A, 3B, 4B). Others explain words that are incorrectly interchanged (4A, 5, 6A, 6B, 7A, 7B, 8A, 8B, 9B, 10A, 11A, 12A, 12B). Transitive/intransitive verb confusion is addressed on 11B, 14A, and 14B. The remaining cards deal with other problematic words or usages. Most of the cards have absolute answers, but some (8A, 11A, 16) are preferred usages.

The 18 double-sided troublesome usages cards deal principally with pronoun and verb agreement issues. Each card starts with a mini-lesson explaining a problematic usage. Sample sentences model correct usage. On some cards, clues or tips are given to further assist students with choices. The lessons are concise, and students must read them carefully and study the examples. On most cards, students select the correct words to complete the sentences, or follow the card instructions. The following usage topics are covered in the cards:

1	PRONOUNS (COMPOUND SUBJECTS/OBJECTS)	10	WORDS FOR PORTIONS – SUBJECT-VERB AGREEMENT
2	COMPOUND SUBJECTS – VERB AGREEMENT	11	GENDER NEUTRAL POSSESSIVE PRONOUNS
3	INDEFINITE PRONOUNS (ANY __, EVERY __, SOME __, NO __)	12	REFLEXIVE PRONOUNS (ENDING IN -SELF OR -SELVES)
4	INDEFINITE PRONOUNS (EITHER, NEITHER, NONE, ALL, SOME, EACH)	13	WHO, THAT, WHICH – SUBJECT-VERB AGREEMENT
5	PRONOUNS – WHO, (WHOEVER), WHOM (WHOMEVER), WHOSE	14	MODIFIERS BETWEEN SUBJECT & VERBS
6	LINKING VERBS – ADJECTIVE & ADVERB USE	15	TENSE & PRONOUN CONSISTENCY
7	DOUBLE NEGATIVES	16	POSSESSIVES (SINGULAR, PLURAL, PRONOUN)
8	THERE IS/ARE OR HAS/HAVE; HERE IS/ARE	17	CHANGING PASSIVE VOICE TO ACTIVE VOICE
9	COLLECTIVE NOUNS & TRICKY PLURALS	18	REMOVE REDUNDANCIES FOR CONCISE SENTENCES

ITS – possessive pronoun used before a noun (*sharpen **its** claws*); NO apostrophe

IT'S – contraction that stands for *it is* and needs an apostrophe (***it's** about time*)

Possessive nouns are formed with apostrophes (teacher's pet, girls' rest room, Sadie's leash).

Possessive pronouns **DO NOT** have apostrophes (its, hers, yours, his, theirs, ours).

*The rabbit is leaving **its** burrow to search for food because **it's** hungry.*

***It's** important to remember that pronouns used to indicate ownership never have apostrophes.*

Number a paper from 1–8. Write *its* or *it's* to complete the sentences. Check your work.

1. A dog can be identified by _____ nose print, just as humans are identified by fingerprints.
2. You better not get caught with eagle feathers because _____ against the law to have them.
3. A starfish is the only animal that can turn _____ stomach inside out.
4. An opossum bears _____ young 12 to 13 days after conception, but an elephant is in the womb for over 20 months.
5. The Frisbee got _____ start in the 1870s when Yale students threw empty tins from Frisbie pies.
6. _____ foolhardy to squander the resources on our planet, so why are we doing so?
7. A horned toad can squirt blood from _____ eyes and flatten itself if threatened.
8. In Australia, the number one pizza topping is eggs, and in the United States _____ pepperoni.

DOUBLE-SIDED CARDS FRONT

THERE – adverb indicating place (*put it **there***); pronoun in the phrase ***there** is* or ***there** are*

THEIR – possessive pronoun used before a noun (***their** car*)

THEY'RE – contraction that stands for *they are*; needs an apostrophe (***they're** late*)

***Their** tank is about empty, so my parents must get gas or **they're** not going to get **there**.*

***There** are many confusing English words; yet **they're** not too hard to learn if you try.*

Number a paper from 1–8. Write *there*, *their*, or *they're* to complete the sentences. Check your work.

1. Saturn's spectacular rings are more than 150,000 miles wide, but _____ only a half mile thick.
2. Since _____ are two sides to every story, _____ version is likely different from yours.
3. Illegal immigrants risk _____ lives coming to the United States, hoping to find work.
4. Female mosquitoes bite because they need red blood proteins for fertilized eggs _____ carrying.
5. My brothers have to clean _____ rooms on Saturday before _____ allowed to go out.
6. _____ are 11 points on the red collar around Kermit the Frog's neck.
7. Disneyland's cats are _____ to catch mice, but they hide when too many people are around.
8. When _____ are high pollution days, people should avoid unnecessary driving.

YOUR – possessive pronoun used before a noun (*your car*)

YOURS – possessive pronoun; item owned by the person being spoken to (*yours is green*)

YOU'RE – contraction that stands for *you are*; needs an apostrophe (*you're wrong*)

"You're liable to get a failing grade on your term paper if you do not get with it," Don's teacher said. That computer may be yours, but you're not allowed to play games on it until your grades improve.

Number a paper from 1–8. Write *your*, *yours*, or *you're* to complete the sentences. Check your work.

- _____ only going to see a rainbow when _____ back is to the sun.
- If it is a windy day, _____ more likely to be stung by a bee.
- Of all the things that are _____, _____ attitude may be the most important.
- An African Goliath beetle is as big as _____ fist.
- _____ liable to be grossed out by this, but most of the dust in _____ house is dead human skin.
- "I can tell that this note is _____," said the irritated teacher.
- If _____ intelligence quotient (IQ) is over 132, _____ considered a genius.
- Be a good loser if someone else's project wins the prize, even though you think _____ is better.

DOUBLE-SIDED CARDS BACK

THERE'S – contraction that stands for *there is*; needs an apostrophe (*there's my wallet*)

THEIRS – possessive pronoun; can be used as a subject or object (*of theirs; theirs is broken*)

THERE – adverb indicating place (*put it there*); pronoun in the phrase *there is* or *there are*

THEIR – possessive pronoun used before a noun (*their car*)

There's a hurricane warning, so they're bringing everything that is theirs inside before evacuating. There are many young multimillionaires who made their fortunes in the technology industry.

Number a paper from 1–8. Write *there's*, *theirs*, *there*, or *their* to complete the sentences. Check your work.

- _____ nothing we can do about the weather, so why do we spend so much time talking about it?
- Is it true that _____ a Superman in every episode of *Seinfeld*?
- When countries do not take care of resources that are _____, it affects the entire planet.
- Black widow spiders get _____ names from the fact that they devour _____ mates.
- _____ no excuse for drownings because adults should always watch children around water.
- Since _____ are many Latinos in the Southwest, businesses want Spanish-speaking employees.
- _____ a show called *Saturday Night Live* that propelled many comedians to fame.
- _____ no food that is actually blue; even blueberries are purple.

GOOD – adjective used before nouns (*a good book*) or after linking verbs (*it is good*)

WELL – adverb used with verbs, especially action verbs (*sings well; does well*)

These words are often mixed-up when they follow linking verbs (i.e., *be, appear, become, feel, seem, smell, taste, and sound*). **Good** follows linking verbs since it refers back to, or describes, the subject.

Dad may be coming down with something since he doesn't feel good. (WELL would refer to sense of feeling)
The ballerina dances so well, but I could never be that good no matter how hard I tried.

Number a paper from 1–16. Write *good* or *well* to complete the sentences. Check your work.

1. A skunk has _____ aim and can shoot its vile-smelling fluid as far as ten feet away.
2. Skunks can aim _____, so stay clear of them if you do not want to get sprayed.
3. Foods high in calcium, such as milk and cheese, are _____ for your bones.
4. Blind people can feel _____ because their sense of touch is enhanced.
5. Susie's birthday cake looks _____, but Mom will be mad if we sneak a taste.
6. You have to look really _____ to find all the Waldos in the *Where's Waldo?* book.
7. Grandfather is doing so _____ since his stroke that you can hardly tell he had one.
8. Sandra did _____ on her multiplication table tests, so I guess she finally memorized them.
9. My baby brother doesn't talk very _____, but he is learning new words all the time.
10. Even though most spiders have eight eyes, they cannot see _____.
11. Our Thanksgiving meal tasted _____, but the L-tryptophane that's in turkey made me drowsy.
12. Older people cannot taste as _____ because humans lose half their taste buds by age 60.
13. Our teacher warned us to be _____ for the substitute while she was at the conference, yet we did not behave _____.
14. The weather appeared _____, but a sudden thunderstorm forced us to suspend our game.
15. Joe could not concentrate _____ with all the confusion, so he didn't get his project done.
16. An ant's sense of smell is as _____ as a dog's, and they both smell around 20 times better than humans.

PRONOUNS IN COMPOUND SUBJECTS & OBJECTS

TU-1

Pronouns in compound subjects are subjective case (I, you, he, she, it, we, you, they).

Pronouns in compound objects are objective case (me, you, him, her, it, us, you, them).

TEST which pronoun case is correct by saying without the other half of the compound (see below).

Grandmother sent a check to be split between my sister and me. (between...me.)

When my cousin and I play chess, he usually wins. (When I play chess...)

If a pronoun follows *than*, complete sentence to determine whether to use subjective or objective case.

Dave is older than Travis or I [am]. Jack treats Paul better than [he treats] me.

Number a paper from 1–15. Choose the correct pronouns and write them on your paper. Check your work.

1. It seems to Dad and (I, me) that you get in trouble whenever you and (he, him) get together.
2. James said that Fred, Bill, and (he, him) had been chosen to represent the debate team
3. Every summer my cousins and (we, us) get to spend two weeks on our grandparents' farm.
4. Kerri's sister, who was a bigger Beatles fan than (she, her), has every one of their original albums.
5. My father's boss and (he, him) got to go to a Broadway show when they were on a business trip.
6. Would (he, him) and (she, her) be enjoying that kiss as much if they realized as many as 278 bacteria colonies are being exchanged?

DOUBLE-SIDED CARDS FRONT

COMPOUND SUBJECTS – VERB AGREEMENT

TU-2

Compound subjects joined by *and* require plural verbs. *Mary and I are both joining Girl Scouts.*

Singular subjects joined by *or* require a singular verb. *My mom or dad has agreed to go with us.*

If singular and plural subjects are joined by *or*, put plural subject last and use plural verb.

Books or periodicals are suitable reference materials. A textbook or periodicals are suitable.

A phrase following the subject (i.e., *in addition to*, *such as*, *along with*) does not affect the verb.

Poverty, as well as AIDS and other diseases, is widespread in Africa.

Number a paper from 1–15. Choose the correct verbs and write them on your paper. Check your work.

1. Chocolate, in addition to coffee and coke, (contains, contain) caffeine.
2. Heat, as well as lack of rainfall, (is, are) what desert dwellers come to expect.
3. Stress, coupled with seasonal allergies, (causes, cause) Mom's skin to break out in hives each spring.
4. Human carelessness or lightning (ignites, ignite) most forest fires.
5. It is Peter's attitude, rather than his actions, that (gets, get) him in trouble at school.
6. Simple things, such as not littering, (makes, make) a huge difference to our environment.

7. Fred picked James to be on his team because he's a better player than (I, me).
8. If you think that you and (she, her) are going to leave that mess for me to pick up, think again.
9. For three consecutive years, my husband and (I, me) have hiked into the Grand Canyon.
10. Jim and (I, me) were thrilled to visit Fallingwater, the home Frank Lloyd Wright built on a waterfall.
11. Mother thinks that the disagreement between Karen and (I, me) should be easy to resolve.
12. My date for the prom is shorter than (I, me), so I'm not wearing high heels.
13. Mom was hiking when the hail storm hit, and, although it frightened our dog and (she, her), they were not hurt.
14. My little sister is always saying, "Dad likes you more than (I, me)."
15. Don't you and (she, her) ever get tired of putting down other people?

DOUBLE-SIDED CARDS BACK

7. Baby birds, along with their mother, (stays, stay) in the nest until they are almost full grown.
8. Algebra or geometry (is, are) required for second-year students.
9. Chocolate syrup, not blood, (was, were) used in the shower scene of the 1959 movie *Psycho*.
10. Eating too much fast food, along with lack of exercise, (leads, lead) to overweight children.
11. The drought and years of no-burn Forest Service policies (has, have) resulted in the worst forest fire in our state's history.
12. Government policies in the 1850s, in addition to white-man's diseases, (was, were) responsible for reducing California's Indian population by nearly 90 percent.
13. Lack of funding, plus large numbers of immigrants, (is, are) impacting the quality of schools.
14. Arizona, along with Hawaii and most of Indiana, (does, do) not switch to daylight savings time.
15. The actress and her entourage of assistants (is, are) due to arrive within the hour.

WHO, THAT, WHICH PHRASES – VERB AGREEMENT

TU-13

When *who*, *that*, or *which* is used as a subject of a phrase, the preceding noun controls the verb. If the noun is singular, use a singular verb; if plural, use a plural verb.

The person who is responsible for this mess needs to get it cleaned up immediately.

The people who are responsible for this mess need to get it cleaned up immediately.

Because students have to write tall tales, all the books that contain them are checked out.

Number a paper from 1–15. Choose the correct verbs and write them on your paper. Check your work.

1. Tornadoes that (tears, tear) through the central U.S. each spring often (causes, cause) great damage.
2. The oranges and grapefruit that (is, are) still hanging on our trees (is, are) rotting.
3. Neighbors who (is, are) angered by graffiti (is, are) working together to find the perpetrators.
4. A giant sequoia, which eventually (produces, produce) millions of seeds, (does, do) not flower for the first 175 years.
5. At first Bing Crosby, who (was, were) Catholic, refused to record *White Christmas* because he thought the song commercialized Christmas.
6. Crosby changed his mind, and the song, which (was, were) recorded in 18 minutes, (has, have) sold over 40 million copies.
7. Female blue whales who (is, are) nursing calves (loses, lose) 25 percent of their weight, or up to 60,000 pounds, during the 7-month lactation period.
8. Food crops that (was, were) sprayed with DDT (was, were) found to be harmful.
9. The deepest canyon in the United States (is, are) Kings Canyon, which (runs, run) through California's Sequoia and Sierra National Forests.
10. Students who do not finish high school (earns, earn) significantly less throughout their lifetimes.
11. Raggedy Ann and Andy, which (was, were) created by Johnny Gruelle almost a century ago, (is, are) still popular.
12. Those protesters who (is, are) blocking the entrance to the building (is, are) likely to be arrested.
13. Cats, who (is, are) unable to digest dairy products, may (likes, like) milk, but do not give it to them.
14. None of the pipes that (leads, lead) to the downstairs (was, were) affected by the freeze.
15. The Girl Scout troop that (sells, sell) the most cookies (is, are) going to win prizes.