USING THIRD PERSON SINGULAR VERBS

Objectives:
• To supply the appropriate form of the verb requiring the third person, singular, present tense form.
• To compose sentences using this form.
• To write a paragraph in the present tense, using third person, present tense singular and plural.

Pre-test
I. Underline the appropriate forms of the verbs in parentheses to complete the following sentences.

Example: People (do, does) not like being used as guinea pigs.

1. Some people (do, does) not mind if they have freely accepted the role.
2. But no one (want, wants) to be used without knowing it.
3. My cousin Wilbur (like, likes) to experiment with his younger brothers and sisters.
4. He (hide, hides) something they want just to see their response.
5. They (know, knows) his game now.
6. Wilbur (do, does) this too often for them not to catch on.
7. Jimmie and Charlotte, the younger brother and sister, (plan, plans) their own experiment on Wilbur.
8. They (has, have) a plan to show no response no matter how they feel.
9. In a way, they (is, are) wiser than he is.
10. No response coming from the two of them (is, are) the most frustrating possible result they could give him.

II. Underline each simple subject in the third person singular and the verb agreeing with it in the following paragraph.

The director threw his hands in the air and shouted to the cameraman to cut. He walked up close to the leading man and gave him the following directions:

"Now, Mark, your wife is ill, seriously ill. But she is not going to tell you until she has to. You notice her walking slowly down the stairs. She does not see you. She has a look of strain and pain on her face. You watch with a puzzled look on your face. You really do not know if she is ill or if she has been drinking."
Birds is plural and the verb dance has lost its s as it becomes plural to agree with the subject. The verb agrees with the plural subject but it doesn't end in s. Compare these two sentences:

- The bird dances. (A singular subject and verb.)
- The birds dance. (A plural subject and verb.)

**Activities:**
1. Change the subjects in the following sentences to plural forms and adjust the verbs accordingly.

   **Example:** The pet shop owner arrives.
   The pet shop owners arrive.

1. The monkey chatters.

2. The cat purrs.

3. The canary sings.

4. The telephone rings.

5. The German Shepherd barks and growls.

6. The cricket chirps.

7. The owl hoots.

8. The snake hisses.

9. The puppy whines.
10. The pet shop owner shouts, “Quiet!”

II. Change the subjects in the following sentences to singular forms and adjust the verbs accordingly.

*Example:* The children clap and cheer.
   The child claps and cheers.

1. The horses center.

2. The peacocks strut.

3. The bands play.

4. The majorettes perform.

5. The clowns tease.

6. The acrobats turn cartwheels.

7. The flags fly.

8. The pretty ladies smile and wave.

9. Mothers and fathers call and scold.

10. The parades move on and on.
Ill. Underline the appropriate forms of the verbs in parentheses to complete the following sentence.

Example: My horse, one of the fastest in the country, (is, are) ready for the final race today.

1. My horse, for your information, (is, are) not really mine.
2. Most horses, such as my choice in the race today, (is, are) far too expensive for me to own.
3. But it (don't, doesn't) cost a thing to pick a favorite.
4. A jockey who has ridden three winners (pick, picks) my horse to win today.
5. The odds on my horse winning (pick, picks) my horse to win today.
6. The weather for today's races (is, are) perfect.
7. Everything (is, are) perfect.
8. Most of us (get, gets) a bit jumpy before the big race.

IV. Fill in the blanks at the left with a subject in the appropriate number.

Example: ___Sunday____ is one of those hectic days for the Lewis family.

1. ____________ is a scenario of what happened.
2. ____________ urges Sylvia to go upstairs to rest.
3. ____________ climbs the stairs rather painfully and lies down.
4. ____________ play outside the house so as not to disturb Sylvia.
5. ____________, worried about Sylvia's constant fatigue, calls the doctor.
6. ____________ says that all Sylvia needs is a good long sleep.
7. ____________ awakens, remembers the dance at Fred's, and dresses hurriedly for it.
8. ____________ ring the doorbell excitedly and call for Sylvia to hurry.
9. ____________ is revived as she hears the chatter of her friends downstairs.
10. ____________ are not so happy since they had been made to be quiet all afternoon so that Sylvia could rest.
11. ____________ have a heated quarrel in the kitchen when Sylvia comes down.
12. ____________ soon calm down when Sylvia promises to take them to a matinee on Saturday.
2. The rough, winding path through the woody areas (lead, leads) me farther and farther up.
3. Mushrooms (cluster, clusters) along the path and (delay, delays) me farther and farther up.
4. Then, a red leafy vine clinging to many trees (insist, insists) that I bring some home for the living room.
5. Struggling with the vine, I finally (manage, manages) to loosen enough to take home.
6. Carrying home mushrooms for supper and colorful vines to decorate the living room (prove, proves) how much I love my family.
7. They (does, do) not think so, it (seems, seem).
8. “Poison ivy! Poison mushrooms!” they (cry, cries) as I walk into the kitchen.
9. They (prove, proves) their love the following days, however, as red swollen hands, arms, and face (torture, tortures) me.

III. Can you recall the six sentences you wrote to describe a real or imaginary incident? Now write them in paragraph form. Begin with your topic sentence and use connecting words to hold your sentences together. If you prefer, choose another incident. Be sure to keep it in the present tense, third person.