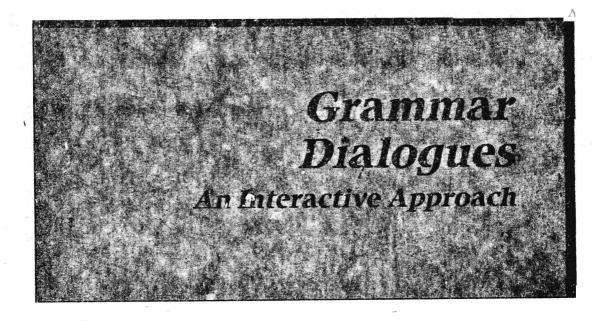
Grammar Dialogues An Interactive Approach



ALLAN KENT DART

American Language Institute New York University



Library of Congress Cataloging-in-Publication Data

Dart, Allan Kent (date)

- Grammar dialogues : an interactive approach / Allan Kent Dart. p. cm.

ISBN 0-13-634460-7

1. English language—Textbooks for foreign speakers. 2. English language—Grammar—1950——I. Title.

PE1128.D346 1992 428.2'4—dc20

90-22344 CIP

Acquisitions editor: Anne Riddick Editorial/production supervision and interior design: Douglas Gordon Cover design: Suzanne Bennett Prepress buyer: Lori Bulwin Manufacturing buyer: Ray Keating



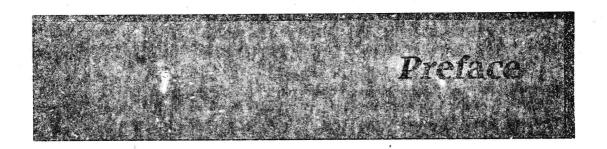
§ 1992 by Prentice-Hall. Inc. A Simon & Schuster Company Englewood Cliffs. New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means. without permission in writing from the publisher.

Printed in the United States of America 10 9 8 7 6 5 4 3 2 1

12BN D-13-634460-3

Prentice-Hall International (UK) Limited, London
Prentice-Hall of Australia Pty. Limited, Sydney
Prentice-Hall Canada Inc., Toronto
Prentice-Hall Hispanoamericana, S.A., Mexico
Prentice-Hall of India Private Limited, New Delhi
Prentice-Hall of Japan, Inc., Tokyo
Simon & Schuster Asia Pte. Ltd., Singapore
Editora Prentice-Hall do Brasil. Ltda., Rio de Janeiro



Grammar Dialogues, an interactive text, is a study of grammar through contextualized dialogues. It is intended for high-intermediate to advanced students of English as a second language who are at a college, at a university, at an institute or in a continuing education program for adults. The material is also appropriate for students of English as a foreign language who are studying in a non-English-speaking country.

The Exercises

Each exercise in this book consists of a set of dialogues that focus on the points of English grammar discussed in the explanation that directly follows the exercise. The students can role-play these dialogues: one student playing the role of person A, another playing the role of person B. Sometimes there are three or four roles to play.

Here are some suggestions on how to use the materials:

- 1. The class can begin by breaking up into pairs or small groups.
- 2. To find out what the students may or may not know, the teacher can assign an exercise (or part of an exercise) as a quiz. The students can then exchange books and correct one another's work.
- 3. The teacher also can assign an exercise as homework. At the next class meeting, with the teacher's help, the students can correct their own work while they compare answers and practice the dialogues.
- 4. During the period of correction and practice, the teacher can go from group to group. helping individual students with pronunciation and demonstrating natural-sounding intonation patterns appropriate to the dialogue. The teacher also can help the students to "act out" the dialogues.
- 5. Following this "rehearsal," the class can perform the dialogues. More work on pronunciation and appropriate intonation patterns can take place at this time. Some students might not be quite clear on certain points of grammar, so the teacher may need to elucidate further.

The Explanations

Except for some review exercises, a grammar explanation follows each exercise. Each explanation contains concise descriptions of grammar with examples and dialogues that are meant for the students, either in small groups or in a circle, to read aloud and perform. The paragraphs in each explanation are numbered so that the students can refer to them quickly and so that the teacher or the group leader can easily assign them to be read aloud.

While going through an explanation, the teacher can work on the pronunciation of grammatical terms and the production of appropriate intonation patterns; also, he or she may wish

to provide supplementary explanations, examples and written or oral exercises to illustrate a certain point further.

Depending on the level of proficiency of a class and the degree of difficulty of an exercise, either the teacher can go through an explanation with the students before they do an exercise, or the students can go through an explanation on their own (at home or in groups in class) as part of the assignment.

Planning a Lesson

Depending on the nature of a particular class, the teacher may find that it is not necessary to follow the order of the exercises as presented in this book. However, because the book is semiprogrammed and the students will constantly review the old material within the context of the new, the teacher should try to adhere to the order as closely as possible.

To give the teacher an idea of how he or she might plan a lesson, let me describe the program I usually follow for my classes. I use the material for a multiskills course in which the students meet for 3 hours, 4 days a week, in a 14-week semester. Every morning, the students bring in copies of The New York Times, which we skim. This activity leads to reading or writing assignments or to a period of conversation practice focusing on an article in that day's paper.

The students continuously work on assignments, compositions and essays. On many mornings, they tape their written work on the chalkboard, compare their work and consult with me about any problems.

The second half of each meeting is usually devoted to the grammar dialogues. The students role-play the dialogues that they have done for homework. In the last 15 minutes or so of class, I frequently assign conversation topics, or the students find topics of interest to themselves.

Acknowledgments

I must thank the administration of the American Language Institute, New York University. for supporting my efforts and allowing me to test the material in my classes.

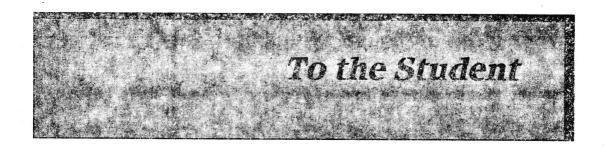
To Anne Riddick and Tina Carver at Prentice Hall Regents, I wish to express my appreciation. I am also grateful to the numerous anonymous reviewers of the manuscript for Grammar Dialogues. Their constructive criticism and thoughtful suggestions were most helpful.

For their fine editing, special thanks go to Doug Gordon and Ronald Boudreau.

For their assistance and encouragement, I wish to express my indebtedness to Linda Markstein, Patty Duffy, Clarice Kaltinick and Phyllis Skalski.

I feel an especially strong sense of gratitude toward the students in my classes at the American Language Institute, who participated in various stages of development of the manuscript over a period of years. I would like to thank them all.

> Allan Kent Dart Brooklyn, New York



Working in a Group

The explanations and exercises in *Grammar Dialogues* are designed to be used in pairs or in small groups. While studying English grammar, you are interacting with others and developing your communication skills. So that a group will work together smoothly, a leader can be chosen (either by the group or by the teacher) to take care of giving turns and to make sure that everyone participates.

When your group is having a discussion or a debate, the group leader can act as a moderator, imparting order to the meeting and making certain that everyone contributes.

Correcting an Exercise

To facilitate correcting an exercise, it is a good idea for you to use a pen or pencil that differs in color from the one that you used to write your answers. In the following example, note how each mistake is crossed out rather than erased. Also note how each punctuation mark is circled for reading ease and how each addition is inserted above the place it belongs and is indicated by a caret ().

Example

even though / we / have / no / money / bank / we / still / plan / to go / trip we / want / to stay / home

A: What are your and your wife's summer plans?

B: Even though we don't have no money of bank o we have still planted to go to the tripo We

Formal and Informal Style

The terms formal and informal are frequently used in this text. Formal usage is found most commonly in formal writing—for example, in a research paper for a course at a university or in an essay or article for a magazine that takes itself seriously. Informal style is found in a personal letter, a gossip column in a newspaper or a work of fiction. Compare the following:

FORMAL Sir, the conditions under which we are working are intolerable.

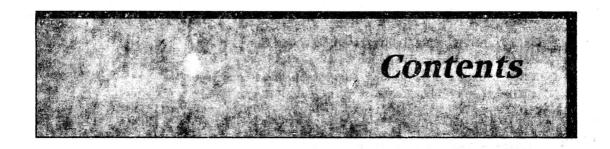
INFORMAL Boss, the conditions we're working under are hard to take.

FORMAL Let us look at the question put forward and discuss it.

INFORMAL Let's look at the problem and talk about it.

xiv

When you speak, you most often use an informal style. When you write, you must adopt a style that is appropriate to the subject matter and the audience for which your writing is intended. For instance, it would be inappropriate to use a formal writing style in a college newspaper article about a basketball game; likewise, it would be inappropriate to use an informal writing style for a Los Angeles Times or Chicago Tribune editorial discussing a serious social or political issue.



Preface xi
To the Student xiii

		9
1	Nouns	and Pronouns 1
	1.1	EXERCISES Agreement of Nouns, Pronouns, Verbs and Expressions of Quantity 1
	1.2	Agreement of Nouns and Verbs 2
	1.3	Agreement with Expressions of Quantity 2
	1.4	Agreement with Expletive There 4
	1.5	Agreement Irregularities with Some Nouns 4
	1.6	EXERCISES He or She 5
545	1.7	EXERCISES Avoiding Awkwardness 6
	1.8	Indefinite Nouns and Pronouns 7
	1.9	Collective Nouns 9
	1.10	EXERCISES We Ourselves 10
	1.11	Reflexive Pronouns 11
2	Verbs.	Adverbs and Types of Questions 13
	2.1	EXERCISES Contrasting Verb Tenses 13
	2.2	The Uses of the Six Verb Tenses 15
	2.3	EXERCISES Negative Verb Phrases, Questions and Adverbs 19
	2.4	EXERCISES Contrasting Verb Tenses 21
	2.5	EXERCISES Contrasting Verb Tenses 23
	2.6	Negative Verb Phrases and Questions 26
	2.7	Frequency Adverbs 27
	2.8	Yet, Still and Even 28
	2.9	Adverbs of Indefinite Time 29
	2.10	Negative Questions 30
	2.11	EXERCISES Emphasizing Ourselves 31
	2.12	Negative Openings 33
	2.13	EXERCISES Emphasizing Ourselves 34
	2.14	The Emphatic Form with the Simple Present and Past Tenses 36
	2.15	EXERCISES Seeking Confirmation 37
	2.16	Tag Questions 39

100	2.17	EXERCISES Telling People What to Do 40
	2.18	The Imperative Mood 42
	2.19	EXERCISES Making Suggestions and Requests
	2.20	Let's; Polite Requests with Shall, Will and Would

3 Articles and Prepositions

3.1	EXERCISES A and An Versus No Article 47
3.2	A and $An = 48$
3.3	EXERCISES Place, Time and Direction 49
3.4	EXERCISES More Prepositions 51
3.5	Types of Prepositions 53
3.6	EXERCISES Prepositions and A and An Versus No Article 54
3.7	EXERCISES The Versus No Article , 56
3.8	The Versus No Article; The with Geographic Locations 58
3.9	EXERCISES A, An or The Versus No Article 59
3.10	The Versus No Article; More Place Names 61
3.11	Other Uses of The 62
3.12	The Versus A or An; Particular Versus General; Stressed The 63
3.13	EXERCISES Reviewing Verb Tenses and Articles and Prepositions 64

4 Modal Auxiliaries and Related Idioms

4.1	EXERCISES Advisability, Obligation, Recommendation and Expectation 66
4.2	An Overview of Modal Auxiliaries 68
4.3	Should and Ought To 70
4.4	EXERCISES Necessity Versus No Necessity and Prohibition 71
4.5	Must Versus Have To 73
4.6	EXERCISES Deduction Versus Expectation 74
4.7	Must Versus Should or Ought To 76 -
4.8	EXERCISES Conjecture Versus Deduction 77
4.9	May or Might 79
4.10	EXERCISES Asking Politely for Permission 79
4.11	Polite Requests for Permission with May or Might and Can or Could 81
4.12	EXERCISES Ability 82
4.13	Expressing Ability with Can or Could 85
4.14	Be Able To 86
4.15	Hardly 87
4.16	EXERCISES Possibility and Impossibility Versus Conjecture 87
4.17	Could Versus May or Might 89
4.18	EXERCISES Have To with Modal Auxiliaries 90

4.19	The Idiom Have To with May or Might, Should or Ought To, and Must 91
4.20	EXERCISES Contrasting Verb Tenses with Have To 92
4.21	Have To with Verb Tenses and Be Going To 93
4.22	EXERCISES Contrasting Modal Auxiliaries: Have To and Be Able To 94
4.23	EXERCISES Have Got and Have Got To Versus Have, Have To and Must 96
4.24	Have Got 97
4.25	Have Got To 98
4.26	EXERCISES Warnings and Threats; Reviewing Articles and Prepositions 98
4.27	Had Better and Had Best 99
4,28	EXERCISES Be Supposed To 100
4.29	Be Supposed To 102
4.30	EXERCISES Past Custom 103
4.31	Used To and Would 105
4.32	EXERCISES Would Like Versus Would Rather 106
4.33	Would Like 108
4.34	Would Rather 109
Comp	ound Sentences and Coordinate
_	nctions 110
,	
5.1	EXERCISES Compound Sentences: Reviewing Articles and Prepositions 110
5.2	The Comma and the Semicolon; Coordinate Conjunctions: And, But and Others 112
5.3	EXERCISES Coordinate Conjunctions and Elements; Reviewing Articles and Prepositions 113
5.4	Coordinate Elements 115
5.5	EXERCISES One or the Other of Two 117
5.6	Either Or 119
5.7	EXERCISES Not One or the Other 120
5.8	Neither Nor 122
5.9	EXERCISES Not Only (But) (Also) 123
5.10	Not Only But Also 125
5.11	EXERCISES Both And Versus Either Or, Neither Nor and Not Only (But) (Also) 126
5.12	Both And 128
5.13	EXERCISES Abridged Independent Clauses 129
5.14	Abridged Independent Clauses with And, But, Too, Nor, So, Neither and Either 131
5.15	EXERCISES Conjunctive Adverbs 132
5.16	· Conjunctive Adverbs: However, Furthermore and Others 135
5.17	EXERCISES Coordinate Conjunctions with Conjunctive Adverbs 137
5.18	Coordinate Conjunctions with Conjunctive Adverbs 139
5.19	EXERCISES Transition Words 140
5.20	Transition Words: Also, Besides and Others 144

5

6	Complex Sentences:	Subordinate	Conjunctions
	and Adverb Clauses	147	

6.1	EXERCISES Contrasting Subordinate Conjunctions 147
6.2	Types of Adverb Clauses; Subordinate Conjunctions 149
6.3	EXERCISES Contrasting Dependent Clauses and Prepositional Phrases 152
6.4	Despite and In Spite Of; Prepositional Phrases and The Fact That 155
6.5	EXERCISES So (That) and Such (That); Reviewing Articles and Prepositions 156
6.6	Result Clauses; So That and Such That 158
6.7	EXERCISES Purpose Versus Result; Reviewing Articles and Prepositions 159
6.8	Purpose Clauses; So That 161
6.9	EXERCISES In Order That and (In Order); Reviewing Articles and Prepositions 162
6.10	In Order That and In Order 164
6.11	EXERCISES Future Conditionals 164
6.12	Future-Possible Real Conditions 167
6.13	EXERCISES Generalizations 170
6.14	Present-Real Conditions 172
6.15	EXERCISES Happen To 173
6.16	Should in Conditional Clauses 174
6.17	EXERCISES Hypothetical Result 175
6.18	Present-Unreal Conditions; Reality Versus Hypothetical Result 177
6.19	EXERCISES Wishes: If Only and Would Only 178
6.20	If Only and Would Only 181
6.21	EXERCISES Past-Unreal Conditions; Past Condition Versus Present Result 182
6.22	Past-Unreal Conditions 184
6.23	EXERCISES Contrasting Conditional Statements: Future-Possible, Present and Past, Real Versus Unreal 186
6.24	Past-Real Conditions 188
6.25	EXERCISES Real Versus Unreal 189
6.26	Clauses of Opinion with As If and As Though 191

7 Complex Sentences: Subordinate Conjunctions and Adjective Clauses 193

7.1	EXERCISES Who and That 193	
7.2	Who and That as Subjects of Adjective Clauses	194
7.3	EXERCISES Restrictive Versus Nonrestrictive	195
7.4	Restrictive Versus Nonrestrictive Adjective Clau Which Versus That; Whose 196	ses;
7.5	EXERCISES Restrictive Versus Nonrestrictive AcClauses 198	djective
7.6	Relative Pronouns as Objects of Verbs; Whom	199

7.7	EXERCISES Restrictive Versus Nonrestrictive Adjective Clauses 200
7.8	Relative Pronouns as Objects of Prepositions 201
7.9	EXERCISES Pronouns as Antecedents; Reviewing Articles and Prepositions 202
7.10	Adjective Clauses Modifying Pronouns 204
7.11	EXERCISES When and Where 204
7.12	Adjective Clauses Introduced by When and Where 205
7.13	EXERCISES Expressions of Quantity 206
7.14	Expressions of Quantity with Adjective Clauses 208
	the control of the co
Partic	cipial Phrases 209
8.1	EXERCISES Contrasting Adjective Clauses with Participial and Appositive Phrases 209
8.2	Reducing Adjective Clauses to Participial and Appositive Phrases 211
8.3	EXERCISES Participial Phrases Derived from Adverb Time Clauses 212
8.4	Reducing Adverb Time Clauses to Participial Phrases 214
8.5	EXERCISES Contrasting Participial Phrases 215
8.6	Perfect Participles 218
8.7	EXERCISES Participial Phrases Following Do, Lose, Spend, Waste, Make and Have 220
8.8	Participial Phrases Following Certain Verbs 222
8.9	EXERCISES There 222
8.10	Participial Constructions with Expletive There 224
8.11	EXERCISES Sit, Stand and Lie 225
8.12	Participial Constructions Following Sit, Stand and Lie 227
8.13	EXERCISES Sense Perception Verbs 227
8.14	Participial Constructions Following Sense Perception Verbs 230
8.15	EXERCISES Catch, Discover, Find, Keep and Leave 231
8.16	Participial Constructions Following Catch, Discover and Other Verbs 233
Causa	ative Verbs 234
9.1	EXERCISES Let, Make and Help 234
9.2	Let, Make and Help 236
9.3	EXERCISES Having Someone Do Something 236

Causative Forms with the Verb Have

EXERCISES Having Something Done

EXERCISES Getting Something Done

EXERCISES Getting Someone to Do Something

242

Unmentioned Performing Agent

Expressing Persuasion with Get

Get as a Causative Verb

238

239

240

244

243

8

9

9.4

9.5

9.6

9.7

9.8

9.9

9.10

10	Comp	lex Sentences: Noun Clauses and Indirect Speech
	10.1	EXERCISES Direct Versus Indirect Objects 245
	10.2	Direct and Indirect Objects 246
,	10.3	EXERCISES Verbs of Indirect Speech 247
	10.4	Noun Clauses as Direct Objects 249
	10.5	EXERCISES Following the Rule 251
	10.6	Verbs of Mental Activity 252
	10.7	The Rule of Sequence of Tenses 252
*	10.8	EXERCISES Reporting 253
	10.9	Indirect Speech 254
	10.10	EXERCISES Adjectives Expressing Feeling or Emotion 257
	10.11	That Noun Clauses as Adjective Complements 258
	10.12	EXERCISES Wishing and Hoping; Reviewing Prepositions and Articles 259
	10.13	That Noun Clauses After Wish and Hope 261
	10.14	EXERCISES Urgent Matters 263
	10.15	Verbs and Adjectives of Urgency; the Present Subjunctive 266
	10.16	EXERCISES More Matters of Urgency 267
	10.17	Nouns of Urgency 270
	10.18	Suggest and Insist as Verbs of Indirect Speech 270
	10.19	EXERCISES Whether (or Not) and If 271
	10.20	Noun Clauses Derived from Yes/No Questions 272
	10.21	EXERCISES More Reporting 274
	10.22	Noun Clauses Derived from Information Questions 276
	10.23	EXERCISES More Reporting 277
	10.24	Commands in Indirect Speech 278
	10.25	EXERCISES Exclaiming 278
	10.26	Exclamatory Phrases and Sentences 280
	10.27	Noun Clauses Derived from Exclamations 281
	10.28	EXERCISES Noun Clauses as Subjects 281
	10.29	Noun Clauses in Subject Position 283
	10.30	EXERCISES The Fact That 284
	10.31	Anticipatory It; That Versus The Fact That 286

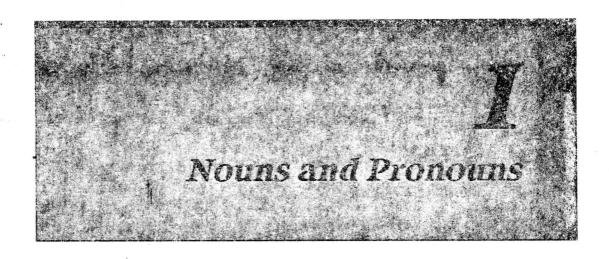
10.32 EXERCISES More That Noun Clauses

and Expressions

10.33 That Noun Clauses Following Certain Nouns

288

245



I.I Agreement of Nouns, Pronouns, Verbs and Expressions of Quantity

Circle each correct verb form. In a few cases, both answer choices are acceptable.

Example .

- A: Don't you think some of the coffee breaks (have) has) been too long recently?
- B: I certainly do, Professor. I couldn't agree with you more.
- C: Yeah, there(('s) (are)) a lot of lazy guys around here.
- 1. A: Half of the workers in this plant (is / are) union members.
 - B: And they make more money than we nonmembers do.
 - A: Right, and that isn't fair. Why, none of those union people (work / works) as hard as we do.
- 2. A: Ten dollars for a movie (is / are) much more than I can afford. How about you?
 - B: Listen, that's too high. Even five dollars (is / are) too much for me.
 - C: Not one of the movies playing in town (is / are) worth a dime. They couldn't pay me a thousand dollars to go to any of them.
- 3. A: Hey, what's wrong? What on earth is going on?
 - B: I don't know, but the police (is / are) knocking at the front door.
 - C: Well, none of us (has / have) done anything wrong.
- 4. A: The statistics in this report somehow (strike / strikes) me as wrong. What do you think?
 - B: Oh, yes, I'm sure. In fact, I'm positive.
 - A: Oh? Just why are you so certain?
 - B: Statistics (was / were) my major at the university.
- 5. A: None of the president's suggestions (was / were) acceptable to the prime minister.
 - B: Yes, I know, Ambassador. What do you think of the suggestions?
 - A: Frankly, not one of them (make / makes) any sense, I feel.
- 6. A: I'm worried about my girlfriend. I haven't heard from her for weeks.
 - B: Well, no news (is / are) good news, as they say.
 - A: Well, I'm afraid, in my case, that no news (is / are) bad news. I've never had any luck in love.

- 7. A: Two-thirds of a cup of cream (go / goes) into the chicken gravy.
 - B: Hey, listen, there ('s / are) a lot of calories in that much cream.
 - A: Oh, come on, you don't have to worry about calories. Why, you're as skinny as a string bean.
- 8. A: You've had your head buried in that book for days. Why do you like it so much?
 - B: Each of the stories (is / are) about love and romance.
 - A: Oh. really! Can't you think about anything else?
- 9. A: In the days of the horse and carriage, thirty miles a day (was / were) good time.
 - B: Gee, Grandpa. that wasn't very fast, was it?
- 10. A: The number of refugees in the detention camps (is / are) shocking, isn't it? What can be done?
 - B: Well, the United Nations (is / are) looking into it.
 - A: I've heard a number of refugees (has / have) already died.
- 11. A: Every man, woman and child in the country (carry / carries) an ID card. The government is very strict and hard.
 - B: Yes, everyone (has / have) to follow a lot of regulations and rules. We're almost slaves of the state.
 - A: All of us (live / lives) in a constant state of fear.
- 12. A: The poor (is / are) victims of an unjust and greedy society.
 - B: Yes, the rich (want / wants) everything for themselves.
 - C: Oh, come on. People in the United States (is / are) living well, in general.
 - A: Yes, but not everyone (is / are), that's for sure.
- 13. A: Ummm, yum, this is delicious. What's in this soup?
 - B: There ('s / are) vegetables and lots of spices.
 - A: Boy, the French really (know / knows) how to cook, don't they? Everyone in France (eat / eats) well.

1.2 Agreement of Nouns and Verbs

1. One noun subject takes a singular verb; two (or more) noun subjects connected by and take a plural verb:

An apple is good for you.

A lemon and an orange are acidic.

A plural noun subject also takes a plural verb:

Do bananas grow up or down?

2. When a prepositional phrase follows a noun subject, the verb that follows must agree with the noun subject (not with the noun in the prepositional phrase). Compare the following:

The plot in that movie keeps you on the edge of your seat.

t. The actors in that movie keep your attention throughout.

The child in the garden is my granddaughter.

The children in the garden are playing hide-and-go-seek.

1.3 Agreement with Expressions of Quantity

1. We often put expressions of quantity such as *some of* and *hal*, of before a noun or pronoun subject; the verb that follows must agree with the subject:

Some of the dialogue in that movie is a little boring. (Some of it is boring.)

Some of the actors in that movie are rather amateurish. (Some of them are amateurish.)

Half of the apple on this plate is yours.

(Half of it is yours.)

Half of the apples in that basket are rotten.

(Half of them are rotten.)

These are some other expressions of quantity:

a lot of

fifty percent of

one-third of

a majority of

most of

two-thirds of

2. A number of is an expression of quantity that is always followed by a plural noun or pronoun plus a plural verb:

A number of good movies (them) have been made recently.

A number of good actors (them) are up for Oscars this year.

3. The number of is always followed by a plural noun plus a singular verb:

The number of accidents on the nation's highway is shocking. The number of cars on our streets increases ten percent a year.

4. A verb agrees with the noun or pronoun subject in expressions of quantity with all of:

All of my time (it) is spent on my school studies.

All of the students (them) are trying their best.

When we use a noun subject, we may omit the preposition of:

All (of) my money goes to food and rent.

All (cf) the people want honesty in government.

But with a pronoun subject, we cannot omit of:

All of it goes quickly.

[Never All it.]

All of them want an end to corruption.

[Never All them.]

5. Every or each plus a singular noun determines a singular verb:

Every book in my teacher's bookcase is in reference to grammar. Each student in the school carries an ID card.

6. Each of plus a plural noun or pronoun always takes a singular verb:

Each of our four children has a unique personality.

Each of the students' teachers gives a lot of homework.

Each of us spends a lot of time at the library.

7. One of or not one of plus a plural noun is always followed by a singular verb:

One of the proposals in this memo is absolutely insane. Not one of his friends has offered help during this crisis.

We frequently use only with one of:

Only one of our ideas has made us any money.

Only one of my Christmas presents was something I wanted.

- 4 Nouns and Pronouns
 - 8. A singular verb always follows everyone, everybody and nobody:

Everyone on this planet wants to have peace and prosperity. Everybody, at least almost everybody, desires an end to war. Nobody in the world is going to be here forever.

9. Because none has the meaning of "not one," formal usage requires that a singular verb follow none of plus a plural noun:

None of [Not one of] the men and women here is married.

None of [Not one of] his ideas is very imaginative.

However, none of followed by a plural verb has become so common in modern informal usage that a singular verb following none of may sound incorrect to a native speaker's ears. For example, many English-speaking people might think the following sentences sound strange and unnatural:

None of her children is spoiled.

None of my friends takes advantage of me.

Many native speakers would perhaps feel more comfortable hearing a plural verb following none of:

None of the grapefruits in this basket are any good.

None of the players on the team are following the rules.

None of us are happy with the government's decision.

However, in formal usage, both spoken and written, a singular verb following none of is usually more accurate and precise:

None of the conclusions reached in this paper is supported by facts or examples.

None of the experiments conducted during this project has brought forth any new approach to the treatment of mental illness.

1.4 Agreement with Expletive There

When the word there is an expletive, a singular verb follows when the following noun is singular. Informally, we often use there's, the contraction of there is:

There's a large soup bowl on the counter near the sink, and there's a small platter on the table in the pantry.

Formal usage requires that a plural verb precede a plural compound subject or a plural noun:

There are a large bowl and a small platter in the cupboard.

There are some forks, spoons and knives in the drawer.

In informal usage, however, we frequently hear and see a singular verb:

There's a water kettle and a frying pan on the stove. There's some children at the door yelling trick-or-treat.

1.5 Agreement Irregularities with Some Nouns

There are a number of irregularities in the determining of singular or plural nouns:

1. The word news is singular; the word people is plural:

The news is startling; the people are shocked.