

On the Instruction of English Grammar: The Place of Intervention Tests

The key issue investigated in this study is the difficulties senior high school two students of Islamic and Wa senior high schools encounter in the use of concord in English grammar. The rationale of the study was to identify concord learning challenges, find out why those challenges exist and find appropriate ways to help the students out of these challenges. The instruments used to collect data were intervention tests. The research design included pre-intervention, intervention and post-intervention. The study discovered that most of the students could not apply the rules of concord correctly. They had very serious problems with subject-verb concord. Most students applied concord rules correctly to a very large extent after they were taken through the rules guiding concord in the intervention procedure. In conclusion, this research has proved that an intervention procedure is very important in assisting students to overcome their concord learning challenges.

Keywords: *Concord, English grammar, pre-intervention test, intervention test, post-intervention test, intervention procedure.*

Statement of Problem

Researchers have debated whether grammar should be taught in the classroom and students, for their part, have generally looked upon grammar instruction as a necessary evil at best and an avoidable burden at worse. Concord, a central aspect of English grammar, has become very problematic among the students of today in general and the senior high school students in particular.

Generally, the subject “concord” is categorized into four thematic areas under which all issues relating to concord in English fall. These four thematic areas include subject-verb, verb-verb, noun-pronoun and point of time past-verb concord. Students are unable to match the appropriate verbs with their subjects in terms of number. Just imagine a Senior High School (S.H.S) two student making a statement such as:

*The students **knows** their rights.*

This is a gross violation of the rules of English grammatical concord. Among other violations of concord rules, the researcher in his interaction with English students (as he teaches English language) observed the following:

1. *I **does** all my homework, sir!*
2. *Two thousand cedis **are** not enough for me.*
3. *Each of us **have** a red pen.*

This is exactly the situation among our senior high school students today.

This study therefore sought to apply intervention tests in the teaching of concord to see if intervention tests is an effective research instrument as far as the teaching of grammar is concerned.

Research Question

Is Intervention test an effective tool for the teaching of English grammar?

Methodology

Sample

According to Oluikpe (1981), a sample in research refers to *the subjects selected for a study*. Distinguishing between population and sample in research, Oluikpe adds that whilst population identifies the broader category of research participants, e.g students of Wa SHS, sample on the other hand stands for the particular people or elements chosen from the population for a study. In selecting the participants for this study, the researcher maintained a high sense of neutrality.

At Wa senior high, students were picked from form two A to E at random, making sure there was gender balance. He used the numbering strategy of random sampling in which all the students are first counted and all those with odd numbers separated from those with even numbers. Many as the classes were, even taking only students with odd or even numbers still gave very high numbers so the researcher chose one group first-either those with odd numbers or those with even numbers- and did another number sampling to beat down the numbers . Thirty five (35) males and thirty five (35) females each were drawn from that school.

At the Islamic Senior High School, students were equally drawn from form two A to D via this same numbering strategy of random sampling, maintaining the same male-female ratio of 35 students each. In terms of ethnicity, the sampled students represent quite a myriad of ethnic groups in Ghana, with many coming from the Upper West region. This may be as a result of the geographical location of the sample schools.

Using the Research Instruments

As mentioned earlier, the researcher conducted three series of tests spanning over a period of one and half months. These were the pre-intervention, intervention and post-intervention tests. The results at each stage were discussed and the necessary inputs made by the researcher to prepare the students for the next stage. At all the intervention stages, the one hundred and forty (140) students did the exercises individually. We will now take a closer

look at how each elicitation strategy was carried out.

Pre – Intervention Test

The researcher conducted a class test for students based on concord. The test was made of fifty (50) questions covering all the nineteen (19) identified sub aspects of the subject concord. The reason for this high number of questions was to give enough opportunity for students to show what they knew and what they did not know about concord. The rationale for this test was to diagnose the exact concord challenges of students. The difficulty level of the test could be described as averagely moderate. See Appendix 1. Each of the 19 sub aspects of concord had at least 2 questions on it.

Intervention Test

From the outcome of the pre-intervention test the researcher observed that some of the students did not have much problem with some aspects of concord, particularly, point of time past-verb concord. Their performance on questions pertaining to this aspect of concord was fairly impressive. The difficulty level of the test was the same as the pre-intervention test and it was basically purported to assess the students' understanding of the guiding concepts of concord. See Appendix 2. There were still some challenges on some aspects of the topic, notable among which was subject-verb concord. See Appendices 6(a) & 6(b).

Post – Intervention Test

The last elicitation exercise, post-intervention test, was carried out on Wednesday May 20, 2015 in similar manner as was done in the pre and intervention tests. It was the same 50 grammar questions on all aspects of concord. The rationale for this third and final test was to enable the researcher ascertain students' level of knowledge on concord after the first two tests. He wanted to know whether students could improve upon the performance in the intervention test and if they could, what extent of improvement. The duration of this exercise was the same one and half hours on the two campuses during their regular instructional hours. At Wa SHS, the exercise took place at 10 am, ending at about 11:30 am whilst at Islamic SHS it commenced at 12:30 pm and ended at about 2:00 pm. Three tutors at Wa SHS and four tutors at Islamic SHS assisted the researcher in supervising this test.

Theoretical Framework

Concord as a topic belongs to the traditional grammar theory in which language is prescriptive rather than descriptive. Prescriptive grammar belongs to the Dependency Grammar Theory. With the operations of the rules of concord, it is abundantly obvious that concord depends on the Dependency Grammar Theory. This claim is strongly affirmed by Beason (2005) who indicates that, “Concord is prescriptive by nature as its rules maintain the correct dependency of lexis to make grammatical sense”. The dependency grammar theory, dating back to the middle-ages and still useful today, starts from the premise that words “depend” on each other for the sentence to make sense. The structure of a language is determined by looking at the relationship between a primary word and its dependents. This theory of grammar competency works very well with German/Dutch and English, which allow for word order mobility. Relatedly, concord is concerned with the rightful combination of lexis or words in a sentence to make both social and grammatical sense. Across the four dimensions of concord, word-order dependency is the key thing and hence, the application of the dependency grammar theory in this work.

Literature Review

Concord

“Concord” or “agreement,” according to Aronoff and Fudeman (2010), “Occurs when one element in a sentence takes on the morphosyntactic features of another element.” In basic terms, concord refers to agreement between two or more words in a sentence. English grammatical concord is very important for correct English usage. Lutrin and Pincus (2004) define concord as that in which the words in a sentence must match or agree with one another. Concord, according to Duskova (1977) is agreement in gender, case, number or person between different words that share a reference.

Tuurosang (2012) defines concord (subject–verb) as a grammatical relationship in which a predicate/verb must agree with the subject in number and person. By number, he means the relationship between the speaker and what he/she is speaking about. The term “agreement” according to him is used to describe the type of grammatical changes that take place between the subject of a sentence and its verb. He adds that it has to do with the “cordial” relationship that must exist between the subject and the main verb or the first element of the verb phrase. Tuurosang’s definition is aspect-specific of concord, that is subject and verb concord. Yankson (1994), sees concord as the necessary agreement/coherence needed in a sentence/statement to yield a flawless grammatical structure. As to what informs this unfortunate attitude of non-adherence to the rules of concord on the part of both native and non-native students, one has to probe through research.

Aspects of Concord and their Underlying Principles

The term *concord* basically embodies any sort of grammatical agreement that occurs in a correct grammar construction. By this yardstick, one may find several forms of agreement that occur in various grammatical structures without which agreement such structures would have lost their grammaticalness. Readily, the type of concord that comes to mind for many English users is that of subject- verb. Perhaps, this is attributable to the fact that it is the broadest and most intricate of all the aspects of concord.

Many scholars have generally agreed on four primary dimensions of this topic as per the grammar of English language, with subject-verb concord always leading the discussion. The forms of concord include: Subject-Verb, Noun- Pronoun, Verb-Verb and Point of time past-verb. Of these four parts, there are nineteen sub-aspects. The nineteen sub aspects of these four main aspects include:

a) Subject – Verb Concord

According to Yankson (1994),subject-verb concord has thirteen sub-aspects as follows: - Grammatical concord - Proximity concord - Headword Identification in complex Noun phrases - The “s”-Inflection - There + verb +Noun phrase - Semi – conjunctions/Intervening expressions - Two titles for one subject - Adjectives as Headwords - The Indefinite pronouns “All” and “some” - Intervening prepositional phrases - Plural Inflectional concord - Other Indefinite pronouns (Apart from “all” and “some”) -Notional concord

b) Verb – Verb concord

- Chain of verbs in one construction

c) Noun – pronoun concord

- Nouns and their corresponding pronouns - The demonstrative pronouns: This

/These/ that and those. - Pronoun and its antecedent concord

d) Point of time past – verb concord

- Adjuncts referring to time past

As early on indicated, the works of many English grammar scholars on grammatical concord such as Yankson (1994), Tuurosang (2012), Nelson (1964), Heid, Dulay and Burt (1997), Richards (1976), Duskova (1977), Corder (1969), Broughton et al (1968), Latin (1996), Labov and William (1999), Cambell (2006) and Lutrín and Pincus (2004), Litty (2011), Anto (2004),Baidoo (2000) among

other scholars, have all basically identified these four as the aspects of concord in English grammar. The basic concept behind each of the aspects of concord according to the above cited scholars are explained briefly in the ensuing paragraphs.

Subject- Verb concord operates under the principle that singular verbs should go with singular subjects whilst plural verbs should go with plural subjects. This type of concord has in it, some intricacies which many a student has fallen victim to in one way or the other. These intricacies lie in six identified sources of errors: typical development errors, notional concord errors, proximity concord errors, memory limitation concord errors, plural inflectional concord errors and the inability to identify noun headwords.

Noun-Pronoun agreement on the other hand ensures that the appropriate pronoun should be used to replace a noun, both in terms of number and gender.

“My niece has lost his pen” and *“Students don’t take his studies seriously”*, are thus inaccurate grammatically because there is no concord between *“My niece”* and *“his”* in the first sentence and *“Students”* and *“his”* in the second sentence as gender and number are disregarded.

Verb-Verb concord is guided by the principle that when a number of verbs (two or more) are found in a construction, they should agree in terms of tense (present or past). Where there is tense disagreement, the reader or listener is confused about time in an expression.

She came and take the gun and shoot herself, is for instance wrong because we are left in the dark as to whether the actions conveyed in here are habitual or not.

Finally, the rule behind Point of time past-Verb concord is that a point of time past element (e.g, yesterday, in those days, that morning, etc) must always take on past tense verbs only. *I sleep late last night* is thus incorrect since there is no agreement between *“sleep”*, the verb and *“last night”* the point-of-time-past element.

Difficulties of Studying Concord

According to McGraw (1971), the agreement of a verb with its subject in a sentence is a major headache for most English students. This, he opines, stems from the fact that students basically have a difficulty identifying and classifying subjects in sentences. Whilst a singular subject could be taken for a plural one and vice versa, some students simply cannot tell the specific “right” subjects in their sentences for the right verbs to be chosen to agree with them. He cited a few cases where students in a high school committed concord errors as follows;

1. *Two thousand, five hundred dollars are needed for the project*, instead of replacing the verb “are” with “is”.
2. *The government, as well as citizens, do not seek the growth of the country*, instead of using the verb “does” in place of “do”.

On his part, Lester (2005) mentions that many learners of English as a second language get themselves confused by the grammatical rules that pertain in their mother tongue. Rules of the mother tongue (L_1) often contradict those of their second language (L_2), thus propelling learners to commit concord errors unconsciously. Pointing out a few cases in his research, he indicates that in some languages, a singular verb for instance can partner both a plural and a singular subject in a sentence, thus rendering the principle of subject number in concord worthless.

Similarly, Yankson (1994) draws a very clear line of difference between concord as pertains in some local Ghanaian languages and concord in English.

He cited a few examples in his native Fanti Language. These differences draw the English student back in his study of concord as he is often tempted to apply rules of his L_1 . He identifies the wrong use of the female pronoun “she” and the male pronoun “he” as common examples of this problem of L_1 interference. Beason (2005), another English grammarian, points out the fact that most students of English grammar fall short in their application of the rules of concord due to the limitations that go with some of the rules. Students, he argues, are left at the crossroads when they are faced with exceptions to some fundamental rules governing concord. Among other exceptions, he identifies the first person singular “I” which takes plural verbs though a singular subject and the second person plural or singular “You” which takes plural verbs regardless of its subject number in a sentence.

Another renowned English grammar writer, Latin (1996), underscores the fact that problems of concord among students occur basically due to the inability of students to note the dynamism of verbs as pertains in verb – verb concord, one of the aspects of this topic. Verbs must agree with one another where they occur in a chain or move with point-of-time-past references in one sentence to avoid confusing the reader or listener about time. In the following simple sentences written by some high school students, Latin points out that many students have failed to recognize the relevance of tense in respect of time:

1. *Jones slept late but wakes up early.*

2. *Last year, Chelsea takes the champions cup.*

In the first sentence, the issue of time is not clear as the speaker combines both present and past tenses. Either the verb “slept” should be made present, that is “sleeps” or the verb “wakes” made past, that is “woke” for there to be agreement between the two verbs, in which case time will be catered for. In the second sentence also, according to Latin, the use of the point of time past reference “Last year” calls for only the past tense form of the verb, hence the verb “takes” ought to be “took” to give way for concord and time definition.

Also, Brown (2004) attributes students’ difficulties in studying grammatical rules to what he calls “false grammar” by which inaccurate writers corrupt the language and their own styles of writing. Thus, authorship shares in this blame. Relatedly, Charles (1999) intimates that, *Nothing comes out of a*

sack except what is in it. This means that the teacher of English, whose own competence level is so low, cannot by any means, raise the language level of his pupils or students above his own.

At best, he can only bring them up to his level and even here, his success is dependent on a host of other variables.

Sysoyev (1999) conducted some experimental lessons in order to address L₂ grammar teaching to students through an integrative method which proposes three stages: *Exploration, Explanation and Expression* (EEE). This method is proposed out of the increasing difficulties students are confronted with in their bid to learn what Sysoyev calls “real language,” that is grammar. By exploration, the student is guided to find patterns and formulate rules after being provided with sentences which illustrate such rules. At the explanation stage, the student is challenged to summarize what his findings are after the exploration. In the final stage, expression stage, the student practises the production of appropriate utterances with others, paying attention to the patterns and grammatical rules discovered during the exploration. This method is Sysoyev’s response to one of the underlying difficulties students encounter in studying grammatical rules which is the form – based or meaning – based approach to teaching grammar.

Thrush (2001) developed a study to deal with significant problems involved in writing for international audiences including non – native speakers of English. In order to address these problems and the somewhat low rate of English speakers in some fields, a number of systems were developed, namely: Plain English, Simplified English and Controlled language. These systems are geared, in her own words, “To produce English that is easily readable, accessible and usable.” Of the three systems, controlled language targeted the accurate application of grammatical rules in the English language to enhance effective communication. She explains that these systems are based on the manner in which readers process texts, and consequently they have the tendency to concentrate on and apply similar rules of writing. Through Thrush’s work, it is revealed that wrong grammatical rules in written texts are often imbibed by readers or learners, exposing them to wrong grammatical usage.

Master (1991) developed a study concerning the use of active verbs with inanimate subjects since this is a source of difficulty in writing for students whose L₁ are Asian languages. He stated that although active verbs with “instrumental or inanimate subjects” are widely used in English, particularly in scientific prose, Japanese students, for example, find this structure unacceptable. Master’s study reveals that an active verb with an inanimate subject is possible in English only when the subject has an “inherent function” represented by the verb. He indicated that the inherent function of a thermometer, for instance is to measure, of a graph to show, of a law to state, and so on.

Through the analysis of subject – verb pairs from *Science News*, the author provides several examples of students’ errors in the use of the passive in place of the active voice, which suggest that “writers may have an interlanguage rule requiring active verbs to have inanimate subjects” in the first case and in the

second case, despite being aware of the fact that in English inanimate subjects can have an active verb, they over-generalize the rule and this could be due to the uncertainty as regards which verbs the rule can apply to. Hence, the accepted use of passive and active verbs as well as inanimate subjects in sentences poses yet another challenge, especially to L₂ learners of concord.

Thurman and Larry (2003), argue that students' difficulties in learning concord rules emanate primarily from lack of "repetition" or constant practice which in educational circles, is said to be the *mother* of learning. They believe that if grammatical rules are to stick and stay with the learner, the learner must make a conscious effort to put them to use regularly. He admits that the rules of concord are quite numerous and the student needs time and practice to master them. Labov (2009) and William (2009) equally share in this view.

Needless to say from the works of the foregoing writers and researchers, there really exists a problem – Why students encounter difficulties in studying Concord in English. This work sought to dig deeper into this reality and map out more feasible interventions to check it.

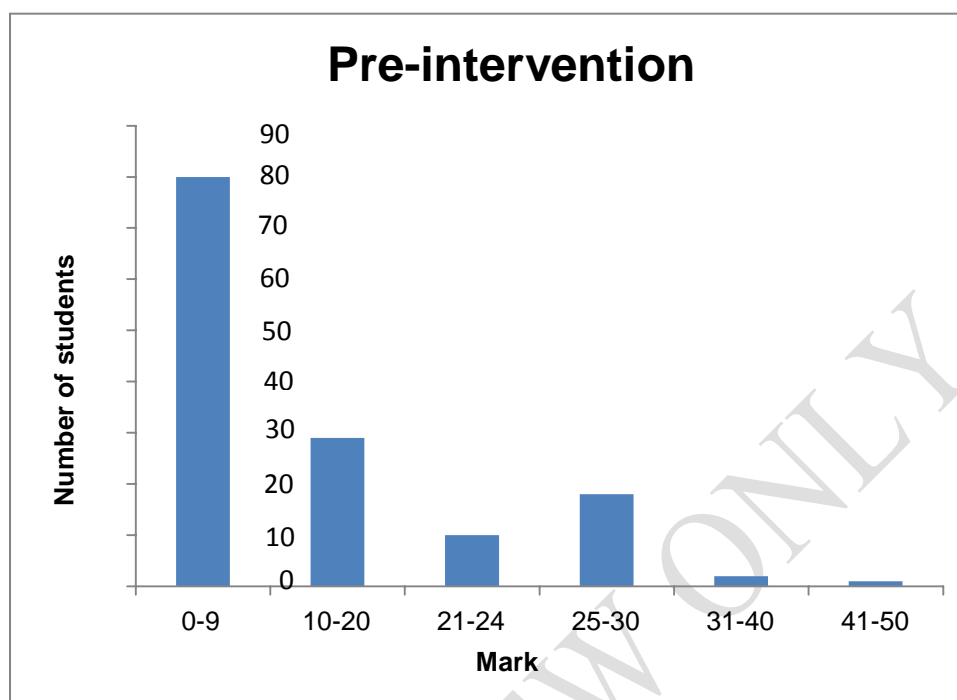
Data Analysis

Performance Analysis of Students in the Intervention Tests

Table 1. *Students' Performance in Pre-intervention Test*

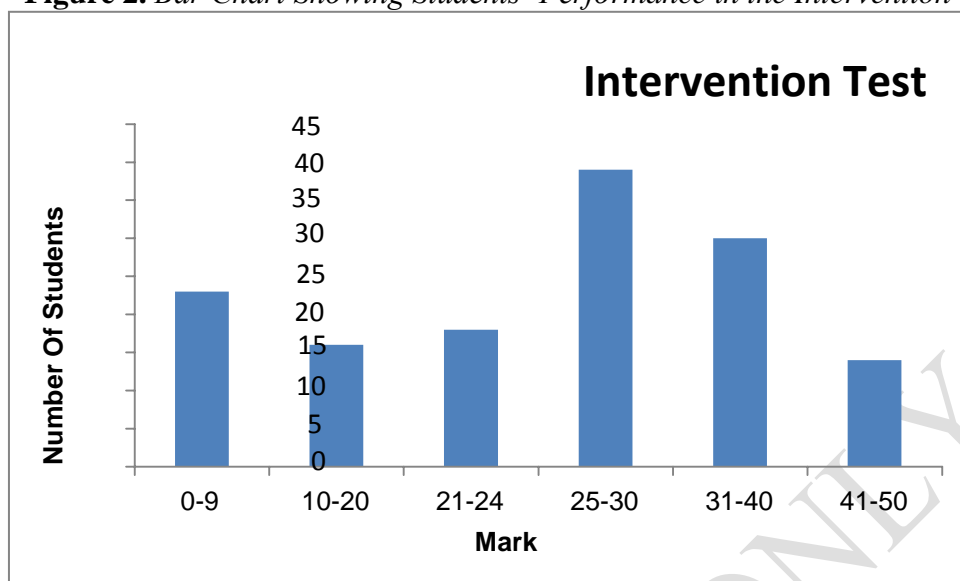
MARK RANGE	NUMBER OF STUDENTS		Total	Percentage
	Wa SHS = 70	Islamic SHS = 70		
0-9	38	42	80	57
10-20	16	13	29	21
21-24	02	08	10	07
25-30	11	07	18	13
31-40	02	00	02	01
41-50	01	00	01	01
OVERALL TOTAL	70	70	140	100

It is clear from table 1 above that 80 out of the total of 140 students scored below 10 marks, 21 scored 25 marks and above and 39 of them scored between 10 and 24 marks inclusively. Therefore, only 21 of them, representing 15% of the 140 students passed in that test. See table 5 above. This is graphically represented in Figure 1 below.

Figure 1. Bar Chart Showing Students' Performance in the Pre-intervention Test**Table 2.** Students' Performance in the Intervention Test

MARK RANGE	NUMBER OF STUDENTS		Total	Percentage
	Wa SHS = 70	Islamic SHS = 70		
0-9	09	14	23	16
10-20	07	09	16	11
21-24	09	09	18	13
25-30	24	15	39	29
31-40	11	19	30	21
41-50	10	04	14	10
OVERALL TOTAL	70	70	140	100

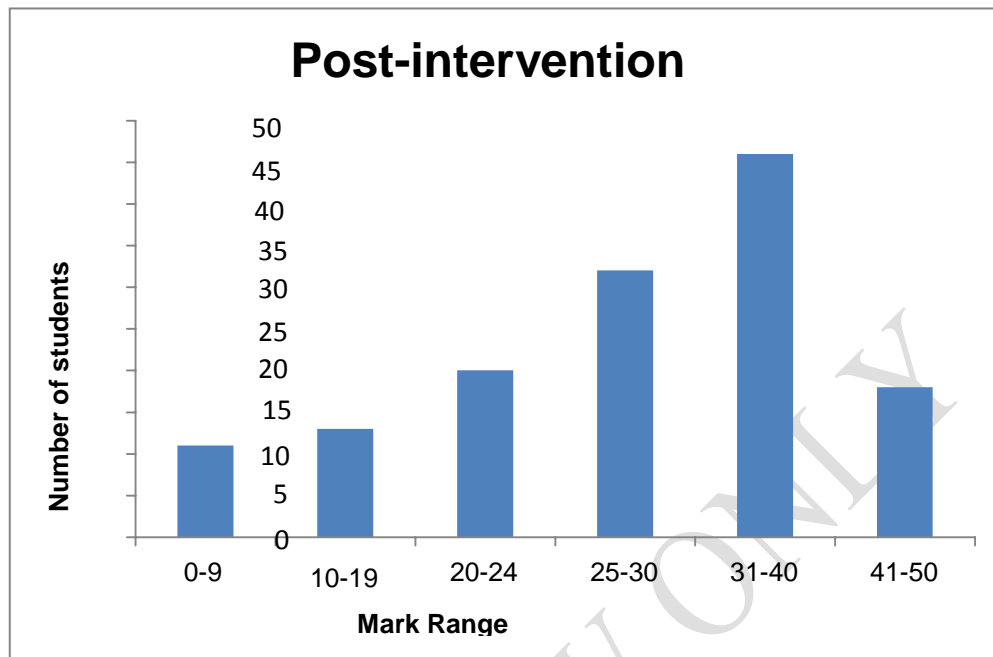
From the above table, 83 students out of the 140 scored 25 marks and above, representing 60% of the total number of students whilst 23 of them also scored below 10 marks. 34 of them scored between 10 and 24 marks inclusively. Remarkably, 14 of the total number of students scored above 40 marks. This is graphically represented in Figure 2 below.

Figure 2. Bar Chart Showing Students' Performance in the Intervention Test**Table 3.** Students' Performance in Post- intervention Test

MARK RANGE	NUMBER OF STUDENTS		Total	Percentage
	Wa SHS = 70	Islamic SHS = 70		
0-9	03	08	11	08
10-20	04	09	13	09
21-24	09	11	20	14
25-30	15	17	32	23
31-40	29	17	46	33
41-50	10	08	18	13
OVERALL TOTAL	70	70	140	100

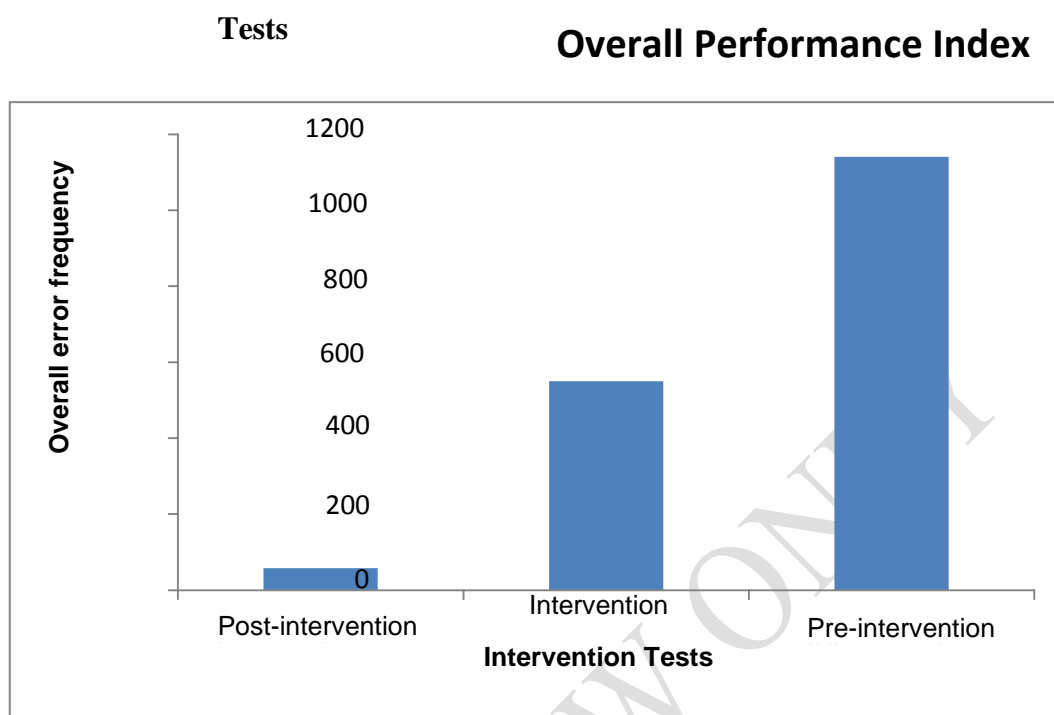
Ninety six (96) of the total of 140 students in this test scored 25 marks and above as can be seen from the table above, 11 scored below 10 marks whilst 33 scored between 10 and 24 marks inclusively. A remarkable number of 18 students scored above 40 marks, an improvement over the previous test. This is represented graphically in Figure 3 below.

Figure 3. Bar Chart Showing Students' Performance in the Post-intervention Test



Overall Performance Index

The outcome of the intervention tests with regards to error frequency is graphically represented below. The figures 1141,550 and 58, which are the total error frequencies of the pre-intervention, intervention and post intervention tests respectively (as can be found in the preceding tables), form the statistics in this chart. Clearly from the chart, there is a consistent rate of improvement from one test to the other. See figure 4.

Figure 4. Bar Chart Showing the Overall Error Index in the Intervention

Findings

The three intervention tests have provided an interesting revelation. There was a steady improvement in performance by the students at each intervention stage. It was discovered therefore that more intervention exercises can boost student's understanding of the concepts in concord. Perhaps, this was the most striking revelation. This is clear from the analysis of data in the tables and charts above.

Conclusion

As can be seen from the analysis of data, the performance of students improved consistently from the pre-intervention test to the intervention test and finally the post-intervention test. Indeed, at the post-intervention stage, the improvement in performance was phenomenal compared to the performance at the pre-intervention stage. It is therefore proper to conclude that intervention tests as a research instrument is very effective in the teaching of English grammar. Educators should thus employ the use of this method in teaching fluid and eclectic topics like *Concord*.

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APPENDIX 4 (a)

ANSWERED PRE – INTERVENTION TEST FOR STUDENTS 1.5 HOURS

Name: Sherifa Sungumo Class: 2A School: Islamic SHS

PRE – INTERVENTION TEST 1.5 HOURS

APPENDIX 6 (a)

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ☒ 1. The trees in our orchard (are/is/have) attractive.
- ☒ 2. A group of boys (live/living/lives) here.
- ☒ 3. Her uncles (teach/teaches) her morals.
- ☒ 4. Neither the pastor nor his congregants (is/are) criminal.
- ☒ 5. That bundle of sticks (was/were/have) brought by mum.
- ☒ 6. Some sugar (need/needs) to be added to the gari.
- ☒ 7. The downtrodden in our society (deserve/deserves) our help.
- ☒ 8. He (understand/understands) Dagaare.
- ☒ 9. My secretary and typist (have/having/has) fast fingers.
- ☒ 10. Our outgoing S.P and presidents of the Debating club (speak/speaking/speaks) fluent English.
- ☒ 11. Kenkey and fried fish with hot pepper (makes/making/make) a good lunch for me.
- ☒ 12. The colonial government (did/does/do) not establish more schools.
- ☒ 13. Back at the J.H.S, I (using/use/used/uses) to top my class in English.
- ☒ 14. Yesterday, Hawawu (cuts/cutting/cut) her hand with a knife.
- ☒ 15. The news was (broadcasted/broadcasting/broadcast/broadcast) from Radio Ghana, Accra.
- ☒ 16. The pastor as well as his followers (fear/fears) God.
- ☒ 17. In the company of other ministers, the president (travel/travelling/travels) to Ethiopia for the AU. Summit.
- ☒ 18. My uncle in addition to his wife and children (were/was/have being) involved in an accident.
- ☒ 19. The angry soldier jumped down from the car, loaded his gun and (fired/firing/fire/fires) the thief.
- ☒ 20. Pregnant women were made to lie prostrate so that they (could/can/will/should) be spared.
- ☒ 21. He goes to school early but often (returned/returning/return/returns) late.
- ☒ 22. There (goes/going/gone/go) Dakurah again; he is still angry.
- ☒ 23. There (was/were) signs that everybody understood it.
- ☒ 24. There (live/lives/living) a man who has no hometown.
- ☒ 25. It was believed that in those days these same men went and (prevent/prevented) them from being beaten.
- ☒ 26. The death of two students of our school (have/has) made the District Director come to the school.
- ☒ 27. A box full of pens (were/was) found outside the classroom.
- ☒ 28. This (man/men/men's) makes a lot of fun.
- ☒ 29. (These/ this) sheep lost its shepherd.
- ☒ 30. (This/Those/That/These) days, there was no technology.
- ☒ 31. Derry is one of the farmers who (win/wins/winning) Best farmer Awards almost every year.
- ☒ 32. One of the issues of life that (frighten/frightens) me is the Judgment Day.
- ☒ 33. His daughter is one of the girls who (are/is) selected for the Miss Wasec Beauty competition.

- ~~XX~~ These (phenomena/phenomenon) is known as weathering.
~~XX~~ The departure of my father (has/have) left me needy.
~~XX~~ They those days met once a month and (discuss/discussed) matters affecting them..
~~XX~~ Either the children or their mother (knows/know) the reason.
~~XX~~ Neither the commander nor his men (shoot/shoots) poorly.
~~XX~~ Either Abu or Cynthia (lacks/lack) good manners.
~~XX~~ I (go/goes) to work early.
~~XX~~ Dada and I (study/studies) together.
~~XX~~ The poor (needs/need) help.
~~XX~~ The blind (is/are) miserable.
~~XX~~ The farmer with his dogs (are/is) going to the farm.
~~XX~~ The rich (does/do) not worship God well.
~~XX~~ I (hate/hates) lazy people.
~~XX~~ Emphasis (were/was) laid on the "verb".
~~XX~~ Statistics (show/shows) that woman live longer than men.
~~XX~~ None of the (students/student/students") (has/have) a red pen.
~~XX~~ Each one of you (does/do) your own thing at home.



APPENDIX 4 (b)

ANSWERED PRE – INTERVENTION TEST FOR STUDENTS
1.5 HOURS

Name: Tanet Bayel Class: 2D School: ISLAMIC SHS

PRE – INTERVENTION TEST 1.5 HOURS

APPENDIX 6 (b)

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ☒ The trees in our orchard (are/is/have) attractive.
- ☒ A group of boys (live/living/lives) here.
- ☒ Either the president or his Ministers (has/have) come here.
- ☒ Neither the pastor nor his congregants (is/are) criminal.
- ☒ That bundle of sticks (was/were/have) brought by mum.
- ☒ Some sugar (need/needs/needs) to be added to the gari.
- ☒ The downtrodden in our society (deserve/deserves) our help.
- ☒ The aged (knows/known/know) their end is near
- ☒ My secretary and typist (have/having/has) fast fingers
- ☒ Our outgoing S.P and presidents of the Debating club (speak/speaking/speaks) fluent English
- ☒ Kenkey and fried fish with hot pepper (makes/making/make) a good lunch for me
- ☒ The colonial government (did/does/do) not establish more schools
- ☒ Back at the J.H.S, I (using/use/used/uses) to top my class in English
- ☒ Yesterday, Hawawu (cuts/cutting/cut) her hand with a knife
- ☒ The news was (broadcasted/broadcasting/broadcast) from Radio Ghana, Accra.
- ☒ The pastor as well as his followers (fear/fears) God
- ☒ In the company of other ministers, the president (travel/travelling/travels) to Ethiopia for the AU. Summit.
- ☒ My uncle in addition to his wife and children (were/was/have being) involved in an accident.
- ☒ The angry soldier jumped down from the car, loaded his gun and (fired/firing/fire/fires) the thief.
- ☒ Pregnant women were made to lie prostrate so that they (could/can/will/should) be spared.
- ☒ He goes to school early but often (returned/returning/return/returns) late.
- ☒ There (goes/going/gone/go) Dakurah again; he is still angry.
- ☒ There (was/were) signs that everybody understood it.
- ☒ There (live/lives/living) a man who has no hometown.
- ☒ It was believed that in those days these same men went and (prevent/prevented) them from being beaten.
- ☒ The orphans (eats/eating/eat) form the hands of philanthropists.
- ☒ Their young ones (misbehaves/misbehave) because of them.
- ☒ This (man/men/men's) makes a lot of fun.
- ☒ (These/this) sheep lost its shepherd.
- ☒ (This/Those/That/These) days, there was no technology.
- ☒ Derry is one of the farmers who (win/wins/winning) Best farmer Awards almost every year.
- ☒ One of the issues of life that (frighten/frightens) me is the Judgment Day
- ☒ His daughter is one of the girls who (are/is) selected for the Miss Wasec Beauty competition.

- ~~44~~ These (phenomena/phenomenon) is known as weathering.
~~45~~ The departure of my father (has/have) left me needy.
~~46~~ They those days met once a month and (discuss/discussed) matters affecting them..
~~47~~ Either the children or their mother (knows/know) the reason.
~~48~~ Neither the commander nor his men (shoot/shoots) poorly.
~~49~~ Either Abu or Cynthia (lacks/lack) good manners.
~~50~~ We (make/makes) use of natural resources.
~~51~~ My uncle and I (use/using/used) to live here.
~~52~~ The deaf (shout/shouts) when talking.
~~53~~ The ^{poor} (is/are) miserable.
~~54~~ The farmer with his dogs (are/is) going to the farm.
~~55~~ The rich (does/do) not worship God well.
~~56~~ I (hate/hates) lazy people.
~~57~~ Emphasis (were/was) laid on the "verb".
~~58~~ Statistics (show/shows) that woman live longer than men.
~~59~~ None of the (students/student/students') (has/have) a red pen.
~~60~~ Each one of you (does/do) your own thing at home.



APPENDIX 5. Intervention Exercise Leading to the Intervention Test

After the pre-intervention test, which was purely diagnostic, the researcher noticed that the students generally did not understand the fundamental principles of concord and so he spelled out some remedial guidelines aimed at helping students to understand the concepts underpinning the topic “concord”. These are explained below.

a. Subject-verb concord

1. Grammatical concord: singular subjects, e.g. child, boy, tree etc. take singular verbs, e.g. eats, walks, goes, etc. E.g.: *Kofi reads a lot at home*. If the verb were to be “read” it would be wrong.
2. Proximity concord: When “Either...or” and neither...nor” are used with twin subjects, the subject closer to the verb should agree with the verb. E.g.: *Either Olu or his parents know the road*. If the verb were to be “knows” it would be wrong.
3. Indefinite pronouns: Indefinite pronouns such as everyone, none, each, etc. are singular by nature and should take singular verbs. E.g.: *Each of the boys has a pen*. If the verb were to be “have” it would be wrong.
4. Headword identification in complex noun phrases: In noun phrases, the headword should be made to agree with the verb. E.g.: *The demise of three family members has confused him*. If the verb were to be “have”, it would be wrong.
5. Subjects with s-infections: Subjects ending with “s” but which are singular in nature should take singular verbs. E.g. *Statistics shows that Africans are stronger than Europeans*. If the verb were to be “show”, it would have been wrong.
6. There +Verb +Noun Phrase: When this structure is used, the middle element (verb) should be singular. E.g.: *There has been misunderstanding between the two parties*. If the verb were to be “have” it would have been wrong.
7. Semi-conjunctions/Intervening expressions: When these expressions, e.g. together with, as well as, accompanied by, etc. are used with twin subjects the first subject should agree with the verb. E.g.: *John in the company of his Siblings, studies Mathematics*. If the verb were to be “study” it would have been wrong.
9. Two titles for one thing: If two titles or descriptions refer to one subject in a sentence, the verb to agree with that subject should be singular. E.g.: *His uncle and mentor teaches him morals*. If the verb were to be “teach”, it would have been wrong.
10. Adjectives as headwords: When adjectives, e.g. the poor, the blind, the religious, etc. are used as subjects they take plural verbs. E.g.: *The wealthy find it difficult to be religious*. If the verb were to be “finds” it would be wrong.
11. The indefinite pronouns “All” and “some”: Although these two pronouns suggest plurality by their nature, they take singular verbs when made to go

with non-count nouns, e.g. water. E.g: *All the salt was used* .If the verb were to be “were” it would have been wrong.

12. Intervening prepositional phrases: The subject of a sentence can never be the object of a preposition, hence in prepositional phrases the element other than the object of the preposition should be made to agree with the verb. E.g: *The beauty of the flowers attracts me*. If the verb were to be “attract” it would have been wrong.
13. Use of fractions: When fractions stand in subject position in a sentence, they are singular subjects and should take singular verbs. E.g: *Three quarters of them knows them*. If the verb were to be “knows” it would have been wrong.
14. Notional concord: Some subjects can be matched with either plural or singular verbs depending on the perception of the speaker, e.g. police, PNC, staff, etc. E.g: *The audience keep enjoying the programme*. If the verb were to be “keeps” it would have been wrong.

EXCEPTIONS: The subjects “you” and “I” in subject verb-concord do not follow the rules spelled out in grammatical concord.

1. You: The pronoun “you” can be used to replace either singular or plural nouns. However, whether it is used to replace singular or plural noun, it takes plural verbs.
A. g: a. *You hate lazy people*.(correct)
b. *You hates lazy people*.(incorrect)
2. I: This pronoun is singular by nature and therefore, in conformity with the rule in grammatical concord, should take singular verbs. However, it takes plural verbs.
E.g: a. *I pray every morning*.(correct)
b. *I prays every morning*.(incorrect)

b. Noun-Pronoun Concord

Pronoun and its antecedent concord: When a pronoun is used to replace a noun(its antecedent),the verb should agree with the antecedent and not any nominal element before the antecedent. E.g: Joojo is one of the traders who sell faster. If the verb “sell” were to be “sells”, it would have been wrong because the antecedent of the pronoun “who” is traders and not Joojo

1. The demonstrative pronouns: *This, That, Those, These*: ”This” and “That” are singular pronouns and require singular verbs whilst “These” and “Those” are plural pronouns and require plural verbs. E.g:
a. *This boy*.....(correct).
b. *This boys*(incorrect).
c. *These houses*.....(correct).
d. *These house*.....(incorrect),etc.
2. Nouns and corresponding pronouns: Singular nouns should be replaced

with singular verbs and vice versa. Also, a masculine noun should be replaced by a masculine pronoun and vice versa.

E.g: a. *Ama lost her book.*(correct)

b. *Ama lost his book.*(incorrect)

c. *The students left his pens here.*(incorrect)

c. Verb-Verb Concord

When verbs in a grammatical structure are two or more, they should maintain the structure :present-present or past-past.

E.g: a. *He came and went back home.*(correct)

B. *He came and goes back home.*(incorrect)

d. Point Of Time Past-Verb Concord

When points of time past references are used in sentences ,the verb(s) in those sentences should be in the past tense.

E.g: a. *Last year, she bought a car.* (correct)

b. *Last year, she buys a car.* (incorrect)

APPENDIX 6 (a)

ANSWERED INTERVENTION TEST FOR STUDENTS 1.5 HOURS

Name: EBENEZER DABUD Class: 2C School: WA SHS

INTERVENTION TEST 1.5 HOURS APPENDIX 8 (a)

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ☒ 1. Dakurah (know/knows/known) where to go tomorrow
- ☒ 2. She (make/making/makes) us happy always.
- ☒ 3. He (understand/understanding/understands) Dagaare.
- ☒ 4. I (read/reads/reading) the Bible every day.
- ☒ 5. Either the president or his ministers (has/have) come to the independence square.
- ☒ 6. Neither the pastor nor his congregants (is/are) criminal.
- ☒ 7. Indiscipline among students (are/is/have) on the increase.
- ☒ 8. Her uncles (teaches/teach/teaching) her morals always.
- ☒ 9. The death of two students of our school (have/has) made the district director come to the school.
- ☒ 10. None of the (boy/boys) is here.
- ☒ 11. One of subjects that (give/gives/giving) me problem in mathematics.
- ☒ 12. My parent (doesn't/don't) know.
- ☒ 13. They (eats/eat/eating) a lot.
- ☒ 14. The students (misbehaves/misbehave) towards our teacher always.
- ☒ 15. There (have/has) been misunderstanding between the two political parties.
- ☒ 16. Anyone in this room (need/needs) to pray.
- ☒ 17. It was believed that in those days these same men went and (prevent/prevented) them from being beaten.
- ☒ 18. Students were made to write several mock examinations so that they (can/could) pass their final examination well.
- ☒ 19. They those days met once a month and (discuss/discussed) matters effecting them.
- ☒ 20. My father as well as my mother (are/is) kind.
- ☒ 21. The father with his dogs (are/is) go to farms.
- ☒ 22. The pastor no less than the member of his church (are/is) hypocritical.
- ☒ 23. In the olden days, our grandparents (suffered/suffers/suffer) a lot.
- ☒ 24. Indiscipline among students (are/is) on the increase.
- ☒ 25. All the members of my family (are/is) rich.
- ☒ 26. My father and pastor (comes/come/coming) here on Mondays.
- ☒ 27. Our literature tutor and form master (come/comes) from Nandom.
- ☒ 28. The aspiring member of parliament for Wa West and minister of local government and rural development (worship/worshipping/worships) with the church of Pentecost.
- ☒ 29. The poor (needing/need/needs) help.
- ☒ 30. The pastor no less than the members of his church (are/is) hypocritical.
- ☒ 31. Either the children or their father (are/is/have) doing the cleaning.

- ~~38.~~ Statistics (show/shows/shown) that women live longer than men in Ghana.
~~39.~~ Emphasis (was/were) placed on summary writing.
~~40.~~ None of the (house/houses) (has/have) blue paint.
~~41.~~ Everyone (know/knows/known) the right thing.
~~42.~~ Each of us (thinks/thinking/think) about retirement.
~~43.~~ Ghana underutilizes (it/her/it's/his) natural resources.
~~44.~~ The hero in this play was born with a golden spoon in (his/her/their) mouth.
~~45.~~ Three quarters of the earth's surface (is/are) covered with water.
~~46.~~ Two third of Ghanaians (are/is) illiterates.
~~47.~~ One sixteenth of my father's property (belongs/belong) to me.
~~48.~~ (This/These) books belong to our teacher.
~~49.~~ Students were made to write several mock examinations so that they (can/could) Pass their final examinations well.
~~50.~~ I sat for the last year's private WASSCE and (perform/performed) well.

31
 ———
 50

Good!

Appendix 6(b)
ANSWERED INTERVENTION TEST FOR STUDENTS

Name: HAMZA FUSEINI Class: 2A School: ISLAMIC SHS

INTERVENTION TEST 1.5 HOURS**APPENDIX 8 (b)**

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ☒ 1. Dakurah (know/knows/known) where to go tomorrow.
- ☒ 2. She (make/making/makes) us happy always.
- ☒ 3. He (understand/understanding/understands) Dagaare.
- ☒ 4. I (read/reads/reading) the Bible every day.
- ☒ 5. Either the president or his ministers (has/have) come to the independence square.
- ☒ 6. Neither the pastor nor his congregants (is/are) criminal.
- ☒ 7. Indiscipline among students (are/is/have) on the increase.
- ☒ 8. Her uncles (teaches/teach/teaching) her morals always.
- ☒ 9. The death of two students of our school (have/has) made the district director come to the school.
- ☒ 10. None of the (boy/boys) is here.
- ☒ 11. One of subjects that (give/gives/giving) me problem in mathematics.
- ☒ 12. My parent (doesn't/don't) know.
- ☒ 13. They (eats/eat/eating) a lot.
- ☒ 14. The students (misbehaves/misbehave) towards our teacher always.
- ☒ 15. There (have/has) been misunderstanding between the two political parties.
- ☒ 16. Anyone in this room (need/needs) to pray.
- ☒ 17. It was believed that in those days these same men went and (prevent/prevented) them from being beaten.
- ☒ 18. Students were made to write several mock examinations so that they (can/could) pass the final examination well.
- ☒ 19. They those days met once a month and (discuss/discussed) matters effecting them.
- ☒ 20. My father as well as my mother (are/is) kind.
- ☒ 21. Your daughter and secretary (leave/leaves) for London.
- ☒ 22. The pastor no less than the member of his church (are/is) hypocritical.
- ☒ 23. In the olden days, our grandparents (suffered/suffers/suffer) a lot.
- ☒ 24. Indiscipline among students (are/is) on the increase.
- ☒ 25. All the members of my family (are/is) rich.
- ☒ 26. My father and pastor (comes/come/coming) here on Mondays.
- ☒ 27. Our literature tutor and form master (come/comes) from Nandom.
- ☒ 28. The aspiring member of parliament for Wa West and minister of local government and rural development (worship/worshiping/worships) with the church of Pentecost
- ☒ 29. The poor (needing/need/needs) help.
- ☒ 30. The pastor no less than the members of his church (are/is) hypocritical.
- ☒ 31. Either the children or their father (are/is/have) doing the cleaning.
- ☒ 32. Neither Ama nor her classmates (comes/coming/come) to school late.
- ☒ 33. All the water in the barrel (are/is) finished.
- ☒ 34. Some of the oil (have/are/is) stolen
- ☒ 35. The color of the roses (please/pleases/pleasing) us.
- ☒ 36. The flowers for the garden (is/are) pretty.
- ☒ 37. Mathematics (is/are) a difficult subject.
- ☒ 38. Statistics (show/shows/shown) that women live longer than men in Ghana.
- ☒ 39. Emphasis (was/were) placed on summary writing.

1.5 HOURS

- ~~40.~~ None of the (house/houses) (has/have) blue paint.
~~41.~~ Everyone (know/knows/known) the right thing.
~~42.~~ Each of us (thinks/thinking/think) about retirement.
~~43.~~ Ghana underutilizes (it/her/it's/his) natural resources.
~~44.~~ The hero in this play was born with a golden spoon in (his/her/their) mouth.
~~45.~~ Three quarters of the earth's surface (is/are) covered with water.
~~46.~~ Two thirds of Ghanaians (are/is) illiterates.
~~47.~~ One sixteenth of my father's property (belongs/belong) to me.
~~48.~~ (This/These) books belong to our teacher.
~~49.~~ (These/This) minister is actually hard working.
~~50.~~ These (day/days) civilization has reached everyone.

$$\frac{27}{50}$$

fair!

APPENDIX 7. Intervention Exercise Prior To Post-Intervention Test

After the intervention test, the researcher identified nine (9) areas which still posed great challenge to students. They included grammatical, proximity, verb-verb, s- inflection, nouns and corresponding pronouns, Demonstrative pronouns, pronoun and antecedent, semi-conjunctions as well as two titles for one subject concord. The researcher revised the guiding rules on these aspects of concord as in Appendix 7 above with them and gave them a take-home assignment. This was the assignment:

In your own words, explain each of the following areas of concord with the help of an example:

1. Grammatical concord
2. verb-verb concord
3. Concord with s-inflection subjects
4. Concord with nouns and corresponding pronouns
5. Concord with demonstrative pronouns
6. pronoun and its antecedent concord
7. concord with semi-conjunctions
8. concord with two titles for one subject
9. proximity concord.

The researcher told the students that each one of them was going to answer a question verbally in class when they bring the home work. On Saturday 16th May, 2015, the students in both schools were merged at the assembly hall in Wa SHS. They brought their work and the researcher randomly asked them questions on these aspects and the lesson went as follows:

Researcher: Mary, what do you understand by noun and its antecedent concord? **Mary:** Sir, it means that when you have a sentence in which a demonstrative pronoun is used, the noun closest to the demonstrative pronoun, i.e. the antecedent, should be made to agree with the verb and not any other noun.

Researcher: Excellent! Please, clap for her! (Students clapped for Mary)

Researcher: Reuben, give an example of a sentence in which we have noun and its antecedent concord.

Reuben: It is one of the goats that destroy the plants.

Researcher: Is Reuben right?

Students: Yes, sir! (In chorus)

Researcher: Yes, he is very right. “Goats” is the antecedent of the pronoun “that” and it is plural, therefore the plural verb “destroy” is the right verb to match it.

Researcher: Hamza, what is your understanding of proximity concord?

Hamza: It is the situation where when you have two subjects in a sentence, joined by semi-conjunctions like as well as, together with, along with, etc. the first subject is made to agree with the verb.

Researcher: Good. Clap for him! (Students clap for Hamza)

Researcher: Can any volunteer give us an example of this type of concord? (Several students raised their hands)

Researcher: Yes, let's listen to Cynthia.

Cynthia: The teacher as well as her pupil's works hard.

Researcher: Yes, Salifu, is she right?

Salifu: No, sir.

Hawii: Sir, she is right!

Students (In chorus): Yes....,sir!!

Researcher: Salifu, she is right because the singular subject "the teacher" is the first subject in that sentence and must be made to agree with a singular verb, hence the use of the verb "works".

Researcher: O.k?

Salifu: Yes, sir.

Researcher: My next question: Sherifa, what is your understanding of verb-verb concord?

Sherifa: It means that when more than one verb are found in a sentence, the verbs should either all be in the past tense form or present tense form and not a mixture of the two.

Researcher: Correct! Ebenezer, give us an example quickly!

Ebenezer: I went to the market, bought some ingredients and returned home.

Researcher: Janet, is Ebenezer right?

Janet: Yes, sir!

Researcher: That's true.

Researcher: Sampson, explain the meaning of grammatical concord.

Sampson: This means that singular subjects in sentences take singular verbs whilst plural subjects take plural verbs.

Researcher: That's correct. But, Aboagye, can you give us an exception to this rule?

Aboagye: No idea, sir.

Researcher: Can anyone help Aboagye?

Students (In chorus with many hands raised): Yes....,sir!

Researcher: Ok, Stanley, please help him out.

Stanley: The subject "I" is singular but takes plural verbs.

Researcher: Good! George, explain to us the meaning of concord with two titles for one subject.

George: Sir, this is the situation where two descriptions of one thing are given as subject in a sentence, e.g, My friend and brother...

Researcher: That's correct. Banzie, give us an example of such concord.

Banzie: Our father and role model does wonderful things.

Researcher: Is Banzie right, class?

Students(In chorus): Yes....,sir!

Researcher: Right, right, he is perfectly correct. I'm highly impressed by your responses this morning. I hope in the next intervention test you will all score 100%. **Students(In chorus):** Yes....,sir!

Researcher: If there are any questions on any aspect of concord, please ask them.(class remained silent for about a minute)

Researcher: Are we all o.k with this topic? Can you answer every

questions on it?

Students (In chorus): Yes. ., sir!

Researcher: Alright, please continue to revise your notes on this topic in preparation for our next intervention test on Wednesday May 20,2015.

Students: Yes... ..,sir!!!

Researcher: Enjoy the rest of your lessons and have a nice day!!

Students: Tha..n..k you, sir!!!!

NB: The students appeared to have understood the basic rudiments of concord by their responses in this intervention lesson.

The researcher, in the lesson before the second intervention test, decided to solicit students' views on why they (students) face problems in their study of concord as well as ways by which they think they could be helped to overcome these problems. Among other factors mentioned, the researcher noted the following key ones which were widely accepted by many students. In identifying each one of them as a major point, the researcher asked students to raise their hands to give their answers. After an answer was selected, the students were asked to raise their hands if they agreed with the particular answer given by the individual student. For the factors selected as major, the hands in support were about half or more than half the class. Those answers that had very few hands in support were not captured as key points by the researcher. The key points were noted as follows:

Researcher: *Why do you encounter difficulties in studying concord?*

Students : 1. Subject identification in sentences

2. Lack of reading materials to do extensive reading
3. Lack of practice of concord rules in daily use of English
4. Rule exceptions
5. Rule mastery

Researcher: *In what ways can you be helped to overcome your concord learning difficulties ?*

Students :

1. More English tutors
2. Extensive reading/regular speaking of English on the part of students
3. Provision of adequate teaching/learning materials
4. More instructional time
5. Frequent intervention exercises

Name: Gordon Dan Nibbu Class: 2E School: WASEC

POST-INTERVENTION TEST 1.5 hours APPENDIX 10 (a)

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ✓ 1. I (work/works) hard in school.
- ✓ 2. Children (like/likes) playing with toys.
- ✓ 3. Bayor and I (come/comes) from the same village.
- ✓ 4. All the water in the barrel (is/are) finished.
- ✓ 5. Our father as well as his wives (take/takes) good care of us.
- ✓ 6. The ministers in the company of the president (depart/departs) for the U.S.
- ✓ 7. My friend together with her parents (were/was) at the graduation ceremony.
- ✓ 8. (Those/These) days, there was no technology.
- ✓ 9. These (phenomenon/phenomena) are known as weathering.
- ✓ 10. At the SHS, I (using/use/used/uses) to top my class in Physics.
- ✓ 11. Last Tuesday, Rose (cuts/cutting/cut) her hand with a blade.
- ✓ 12. The news was (broadcasted/broadcasting/broadcast/broadcast) from Radio Ghana, Accra.
- ✓ 13. The confused passenger jumped down from the car, loaded his pistol and (fired/firing/fire/fires) the driver.
- ✓ 14. Young women were made to stand up all day so that they (could/can/will/should) be exonerated.
- ✓ 15. She goes to school late but often (returned/returning/return/returns) early.
- ✓ 16. There (goes/going/gone/go) Francis again; he is still an
- ✓ 17. My father as well as my mother (are/is) kind.
- ✓ 18. There (live/lives/living) a citizen who has no country.
- ✓ 19. Their colleagues (believe/belief/believes/beliefs) in them.
- ✓ 20. The jobless (eats/eating/eat) from the hands of the working class.
- ✓ 21. Our young ones (misbehaves/misbehave) because of us.
- ✓ 22. These (man/men/mens) make a lot of observations.
- ✓ 23. The poor (getting/gets/get) help
- ✓ 24. Indiscipline among students (are/is/has) on the increase.
- ✓ 25. All the members of my family (is/are/do) rich.
- ✓ 26. The death of two students of our school (have/has/is) made the district director come to the school.
- ✓ 27. A box full of pens (were/was/have) found outside the classroom.
- ✓ 28. The blind (appear/appears) miserable.
- ✓ 29. The deaf (demonstrates/demonstrate) when talking.
- ✓ 30. All the kerosene (are/is) sold.
- ✓ 31. Either the children or their father (are/is) doing the cleaning.
- ✓ 32. Neither Ama nor her classmates (come/comes) to school.
- ✓ 33. The colour of the roses (attracts/attracting/attract) us.
- ✓ 34. Some of the kerosene (is/are) sold.
- ✓ 35. Some of the oil (is/are) stolen.
- ✓ 36. Statistics (reveal/reveals/revealing) that women live longer than men in Britain.
- ✓ 37. Emphasis (was/were) placed on the rules of concord.
- ✓ 38. None of the (door/doors) have red paint.
- ✓ 39. My father and pastor (come/comes) here on Mondays. Instead of: My father and pastor

comes here on Mondays.

40. Our literature tutor and form master (come/comes) from Nandom.

41. The aspiring Member of Parliament for Wa West and minister of local government and rural development (worship/worships) with the church of Pentecost, Wa.

42. Your daughter and secretary (leaves/leave) for London.

43. One sixteenth of all Nigerians (is/are) actively involved in business.

44. The flowers in our yard (are/is/has) nice.

45. A group of boys (live/living/lives) across the road.

46. One bundle of sticks (was/were/has) bought by the pedestrian.

47. It was believed that in those days these same men went and (prevent/prevented) them from being beaten.

48. They those days met once a month and (discuss/discussed) matters affecting them.

49. Students were made to write several mock examinations so that they (can/could) pass their final examinations well.

50. I sat for the last year's private WASSCE and (perform/performed) well.

39
50 V. Good!

APPENDIX 8 (b)

ANSWERED POST-INTERVENTION TEST FOR
STUDENTS 1.5 Hours

Name: Mauricia Dakurah Class: 2b School: Wla SHS.

POST-INTERVENTION TEST 1.5 hours APPENDIX 10 (b)

From the options provided in brackets in each question below, select the most appropriate option to complete each sentence.

- ✓ 1. I (work/works) hard in school.
- ✓ 2. Children (like/likes) playing with toys.
- ✓ 3. Bayor and I (come/comes) from the same village.
- ✓ 4. You (know/knows) the rules of the game.
- ✓ 5. Our father as well as his wives (take/takes) good care of us.
- ✓ 6. The ministers in the company of the president (depart/departs) for the U.S.
- ✓ 7. My friend together with her parents (were/was) at the graduation ceremony.
- ✓ 8. Banku and fried fish with hot pepper (makes/making/make) a good lunch for me.
- ✓ 9. My father as well as my mother (are/is) kind.
- ✓ 10. At the SHS, I (using/use/used/uses) to top my class in Physics.
- ✓ 11. Last Tuesday, Rose (cuts/cutting/cut) her hand with a blade.
- ✓ 12. The news was (broadcasted/broadcasting/broadcast/broadcast) from Radio Ghana, Accra.
- ✓ 13. The confused passenger jumped down from the car, loaded his pistol and (fired/firing/fire/fires) the driver.
- ✓ 14. Young women were made to stand up all day so that they (could/can/will/should) be exonerated.
- ✓ 15. She goes to school late but often (returned/returning/return/returns) early.
- ✓ 16. There (goes/going/gone/go) Francis again; he is still angry.
- ✓ 17. There (was/were) signs that nobody liked it.
- ✓ 18. There (live/lives/living) a citizen who has no country.
- ✓ 19. Their colleagues (believe/belief/believes/beliefs) in them.
- ✓ 20. The jobless (eats/eating/eat) from the hands of the working class.
- ✓ 21. Our young ones (misbehaves/misbehave) because of us.
- ✓ 22. These (man/men/mens) make a lot of observations.
- ✓ 23. The poor (getting/gets/get) help.
- ✓ 24. Indiscipline among students (are/is/has) on the increase.
- ✓ 25. All the members of my family (is/are/do) rich.
- ✓ 26. The death of two students of our school (have/has/is) made the district director come to the school.
- ✓ 27. A box full of pens (were/was/have) found outside the classroom.
- ✓ 28. The blind (appear/appears) miserable.
- ✓ 29. The deaf (demonstrates/demonstrate) when talking.
- ✓ 30. All the kerosene (are/is) sold.
- ✓ 31. All the water in the barrel (are/is) finished.
- ✓ 32. Some of the oil (have/are/is) stolen.
- ✓ 33. The colour of the roses (attracts/attracting/attract) us.
- ✓ 34. Some of the kerosene (is/are) sold.
- ✓ 35. All of the oil (is/are) shared.
- ✓ 36. Statistics (reveal/reveals/revealing) that women live longer than men in Britain.
- ✓ 37. Emphasis (was/were) placed on the rules of concord.
- ✓ 38. None of the (door/doors) have red paint.

- ~~38~~ My father and pastor (come/comes) here on Mondays. Instead of: My father and pastor comes here on Mondays.
- ~~39~~ Our literature tutor and form master (come/comes) from Nandom.
- ~~41~~ The aspiring Member of Parliament for Wa West and minister of local government and rural development (worship/worships) with the church of Pentecost, Wa.
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- ~~46~~ One bundle of sticks (was/were/have) bought by the pedestrian.
- ~~47~~ It was believed that in those days these same men went and (prevent/prevented) them from being beaten.
- ~~48~~ They those days met once a month and (discuss/discussed) matters affecting them".
- ~~49~~ Students were made to write several mock examinations so that they (can/could) pass their final examinations well.
- ~~50~~ I sat for the last year's private WASSCE and (perform/performed) well.

42
50

V. Good!