**Kongruens betyder, at der skal være overensstemmelse mellem subjekt og verballed. Man kan sige, at subjektet bestemmer, hvordan verbet skal bøjes.**

**De vigtigste kongruensregler er:**

**Regel 1:**I 3. person singularis tilføjes endelsen -s på verballed i præsens og perfektum.

- He **lives**in New York.

**Regel 2:**Ord, der ender på -one, -thing og -body, er altid 3. person singularis og udløser derfor endelsen -s på verbet.

- Everybody **loves**ice cream.

**Regel 3:**People og police er altid pluralis.

- The police **know**who did it.

**Regel 4:**Advice, furniture, information, money, news, progress kan ikke bøjes i pluralis. De forbindes derfor med et verbum i 3. person singularis.

- What **is**the latest news?

**Regel 5:**I sætninger, hvor there er foreløbigt subjekt, retter verbets bøjning sig efter sætningens egentlige subjekt.

- There **is**a dog outside.

- There **are**two dogs outside.

**Regel 6:**I forbindelse med udtryk som a lot of, some of, none of, a number of retter verbets bøjning sig efter det efterfølgende substantiv.

- None of the butter **is**stale.

- None of the women **are**ready to leave.

1. **Indsæt den manglende bøjning af verberne i skemaet.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **to be** | **to have** | **to show** | **to teach** |
| 1. person singularis: I | am |  |  |  |
| 2. person singularis: you |  | have |  |  |
| 3. person singularis: he/she/it |  |  | shows |  |
| 1. person pluralis: we |  |  |  | teach |
| 2. person pluralis: you | are |  |  |  |
| 3. person pluralis: they |  | have |  |  |

1. **Læs følgende engelske ordsprog. Afgør, om verballeddene i hvert ordsprog er bøjet i singularis eller pluralis.**

|  |  |  |
| --- | --- | --- |
|  | **Singularis** | **Pluralis** |
| 1. The grass is always greener on the other side of the hill. |  |  |
| 2. Great minds think alike. |  |  |
| 3. Good things come to those who wait. |  |  |
| 4. A journey of a thousand miles begins with a single step. |  |  |
| 5. A picture is worth a thousand words. |  |  |
| 6. Actions speak louder than words. |  |  |
| 7. The apple doesn't fall far from the tree. |  |  |
| 8. Too many cooks spoil the broth. |  |  |

1. **Vælg den rigtige bøjning**

Læs sætningerne og afgør, om det egentlige subjekt er i singularis eller pluralis.

1. This did not prepare me for the unique sort of heat that one encounters (…) at Culver Creek Preparatory School.
2. Is / are there always a pre-prank?
3. And there were / was something about girls wearing pyjamas (…).
4. (…) for some reason, I couldn’t understand why there was / were any voices at all (…)
5. There are / is the new junior, Miles Halter, handcuffed to the soccer goal wearing only his boxers.
6. But there were / was still the matter of getting to shore before the sun rose.
7. But there is / are always suffering, Pudge.
8. There is / are worse things to fail.
9. There was / were little to do on the first day of the semester, but she read for her English class.
10. **Vælg den rigtige sætning. Vælg den rigtige variant af følgende sætningspar. Forklar dit valg.**

1.a. So where is your parents?

1.b. So where are your parents?

2.a. He walks out of the room, again just assuming I’d follow, and this time I did.

2.b. He walk out of the room, again just assuming I’d follow, and this time I did.

3.a. She have a single room

3.b. She has a single room

4.a. And we walks in.

4.b. And we walk in.

5.a. That swan is the spawn of Satan.

5.b. That swan are the spawn of Satan.

6.a. It have some issues with people.

6.b. It has some issues with people.

7.a. Most of the teachers lives on campus and they’ll all bust you.

7.b. Most of the teachers live on campus and they’ll all bust you.

8.a. Yeah, but he don’t really go into blitzkrieg mode until classes start.

8.b. Yeah, but he doesn’t really go into blitzkrieg mode until classes start.

9.a. How’re the meatloaf?

9.b. How’s the meatloaf?

10.a. That’s why the Colonel is so sure it were Kevin and his boys.

10.b. That’s why the Colonel is so sure it was Kevin and his boys.

11.a. But a lot of times, people dies how they lives.

11.b. But a lot of times, people die how they live.

12.a. Does that make sense?

12.b. Do that make sense?

13.a. We’ve only got seven days left before everyone come back.

13.b. We’ve only got seven days left before everyone comes back.

14.a. Someone say, “Mr President, you sure can’t say Dallas doesn’t love you,” and then he said, “That’s obvious,” and then he got shot.

14.b. Someone says, “Mr President, you sure can’t say Dallas doesn’t love you,” and then he said, “That’s obvious,” and then he got shot.

15.a. And the good news are that the three assholes who had the gall to prank us have progress reports coming saying that they are failing three classes.

15.b. And the good news iss that the three assholes who had the gall to prank us have progress reports coming saying that they are failing three classes.

1. **Bøj verberne. Udfyld sætningerne med den korrekte form af verbet i parentesen. Husk de vigtigste kongruensregler.**
2. I know something \_\_\_\_\_\_ (to be) wrong as soon as I wake up enough to turn off the alarm clock.
3. We \_\_\_\_ (to stay) there like that, quiet on the couch together (…).
4. She \_\_\_\_ (to reach) into her overstuffed backpack and \_\_\_\_\_ (to pull) out a book.
5. The Colonel \_\_\_\_ (to shake) his head.
6. Everybody \_\_\_\_\_ (to tell) the story of their best day.
7. That \_\_\_\_\_\_ (to look) like torture.
8. Those \_\_\_\_\_ (to be) the biggest shorts in the state of Alabama.
9. My thin arms \_\_\_\_\_ (to do) seem to get much bigger as they moved from wrist to shoulder (…).
10. “\_\_\_\_\_ (to be) this why you want to leave, Miles?” Mom asked.
11. The police \_\_\_\_\_\_\_ (to say) they smell alcohol.
12. A lot of people \_\_\_\_\_ (to come), I guess.” Marie was the sort of person to guess a lot.
13. (…) You’ve got the Weekday Warriors; (…) all rich kids who \_\_\_\_\_\_ (to live) in Birmingham and go home to their parents’ air-conditioned mansions every weekend.
14. **I følgende tekstuddrag er der 10 fejl i forbindelse med verbernes bøjning. Find, ret og forklar fejlene.**

From time to time people has discussed why it is important to read. There seems to be many other interesting things to do with one’s time, but reading are important for several reasons. First of all reading books are important because it develop the mind. The mind need exercise, and reading is one way to develop your brain. Reading is also a way to discover new things. Books, newspapers and the internet is great learning tools. Furthermore reading develop the imagination and the creative side of people. However, a lot of people does not enjoy reading books. Something have changed during the last decade. Today most people prefer watching television or playing computer games on the internet.