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| Lesson Plan – Grammar |

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| **Title – Agreement (subject-verb concord)** |

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| Instructor:  Sera Kim | Level :  Advanced | # of Students  12 | Length  20 minutes |

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| **Materials:**  - printed material  - white board, pen |
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| **Aims:**  Main Aim: Students will improve their grammar by choosing the right answer for  questions regarding ‘agreement’ in a sentence.  Secondary Aim: Students will discuss and find what their weakness is in ‘agreement’ field of grammar and share the point with others  Personal Aim: I want to improve the student’s listening and speaking ability through my grammar lecture  I want all the students engage to the activity  I want the Ss to discuss with partners and share with whole class |
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| **Language Skills:**  - Listening: Students will listen to my lecture and understand the grammer point  - Speaking: Students will discuss with their partners  - Reading: Students will read a sentence and find out the correct answer  - Writing: writing their own sentences |

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| **Language Systems:**  - Phonology: none  - Lexis: ultraviolet, dose, gear  - Grammar: agreement  - Function: completing a sentence with correct ‘agreement’ |

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| **Assumptions:**  Students already know:  -how to make a sentence  -how a sentence is composed  -the words and meanings of example sentences |

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| **Anticipated Errors and Solutions:**  - The lesson finishes early.  If it’s five minutes: do SOS activity A  -Students have difficulties in making their own sentences  Model a simple sentence with ‘agreement’ |

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| **References:** [**http://www.grammarbook.com/grammar/subjectVerbAgree.asp**](http://www.grammarbook.com/grammar/subjectVerbAgree.asp)  **http://grammar.ccc.commnet.edu/grammar/sv\_agr.htm** |

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| **Lead-in** | | | |
| Materials: work sheet | | | |
| Time  1 minute  2 minutes | Set up  Whole Class | **Procedure** Write on the board: *subject-verb agreement*  **Greeting:**  Briefly greet students: “Hello class!”  “Did you have a nice weekend?”  “We are going to study subject-verb agreement today.”  **Eliciting and Prediction:**  Elicit response from the students based on a sentence that I talked and ask to find the error in that sentence. “One of my friends have a Harley-Davidson motorcycle.” |

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| **Pre-activity** | | |
| Materials: Chalkboard, chalk | | |
| Time  5 Min. | Set up  Two groups of six | Arrange students into groups of two by naming them bread and butter  Pass the worksheet to the students and let them correct the sentence with their partners by discussion (give 5 mins)  **ICQ’s:** Will you be working individually? =No  What will you be doing? = Discussing  with partners and complete the sentences  How many mins you have? (five)  Begin the activity. Monitor the groups and give a time warning.  Elicit and draw info from the class. |
| **Main activity** | | |
| Materials: work sheet | | |

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| Time  5 minutes | Set up  Whole class  Ss read their answers | **Procedure:** work on the paper together. In turn, students read their answers by a team and check their answers.  **Instruction:** “Now let’s check our answers together. From team A, please read using the correct term.”  **ICQs:** 1) What will we do from team A?  2) Who reads first? (the one on the left side)  **Begin activity. Monitor. Help Ss as needed.**  Activity finishes. |

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| **Post-Activity** | | |
| Materials: discussion worksheet | | |
| Time  5 minutes | Set-up  S-S discussion | **Procedure:** As a whole class , ask them which was the most difficult question and discuss.  **Goodbye to Ss** Great job today. See you tomorrow |

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| **SOS activities** |
| Materials: blank pieces of paper |

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| Time  Making yr own questions  5 minutes | Set up  Whole class | **Procedure**  **Instructions:**  Instruct the students to work individually  Let each student make a sentence using the term  “half of the + noun”  Students make presentation with their sentences  in turn.  **Demonstration:** Model how to make a sentence  using the term “half of the + noun”. i.e, “Half of the  employees at LG commute to work by car.”  **CCQs:** 1) What are you doing? (make a sentence)  2) Which term are you using? (half of the + noun)    . |

# Subject-Verb Agreement

*Basic Principle: Singular subjects need singular verbs; plural subjects need plural verbs.* My **brother is** a nutritionist. My **sisters are** mathematicians.

See the section on [Plurals](http://grammar.ccc.commnet.edu/grammar/plurals.htm) for additional help with subject-verb agreement.

The indefinite pronouns *anyone, everyone, someone, no one, nobody* are always singular and, therefore, require singular verbs.

* Everyone **has** done his or her homework.
* Somebody **has left** her purse.

Some indefinite pronouns — such as *all, some* — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

* Some of the beads **are** missing.
* Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Writers generally think of *none* as meaning *not any* and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard *none* as meaning *not one*, we want a singular verb, as in "None of the food is fresh.")

* None of you **claims** responsibility for this incident?
* None of you **claim** responsibility for this incident?
* None of the students **have done** their homework. (In this last example, the word their precludes the use of the singular verb.



Some indefinite pronouns are particularly troublesome **Everyone** and **everybody** (listed above, also) certainly *feel* like more than one person and, therefore, students are sometimes tempted to use a plural verb with them. They are always singular, though. **Each** is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. *Each,* too, is always singular and requires a singular verb.

Everyone **has** finished his or her homework.

You would always say, "Everybody *is* here." This means that the word is singular and nothing will change that.

Each of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is *each* and *each* is always singular — Each is responsible.

Phrases such as *together with, as well as*, and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word (*mayor* in this case), but it does not compound the subjects (as the word *and* would do).

* The mayor as well as his brothers **is** going to prison.
* The mayor and his brothers **are** going to jail.

The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

* Neither of the two traffic lights **is** working.
* Which shirt do you want for Christmas?  
  Either **is** fine with me.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of.* This is particularly true of interrogative constructions: "Have either of you two clowns read the assignment?" "Are either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."\*

The conjunction *or* does not conjoin (as *and* does): when *nor* or *or* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

* Either my father or my brothers **are** going to sell the house.
* Neither my brothers nor my father **is** going to sell the house.
* **Are** either my brothers or my father responsible?
* **Is** either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father is going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

The words *there* and *here* are never subjects.

* There **are** two reasons [plural subject] for this.
* There **is** no reason for this.
* Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

Verbs in the present tense for third-person, singular subjects (*he, she, it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.

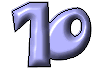
He loves and she loves and they love\_ and . . . .

Sometimes modifiers will get betwen a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the [Plural Forms of Nouns](http://grammar.ccc.commnet.edu/grammar/plurals.htm#problems) and the section on [Collective Nouns](http://grammar.ccc.commnet.edu/grammar/plurals.htm#collective_nouns) for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

* My glasses **were** on the bed.
* My pants **were** torn.
* A pair of plaid trousers **is** in the closet.

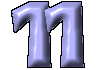
Some words end in *-s* and appear to be plural but are really singular and require singular verbs.

* The news from the front **is** bad.
* Measles **is** a dangerous disease for pregnant women.

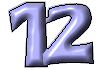
On the other hand, some words ending in *-s* refer to a single thing but are nonetheless plural and require a plural verb.

* My assets **were** wiped out in the depression.
* The average worker's earnings **have** gone up dramatically.
* Our thanks **go** to the workers who supported the union.

The names of sports teams that do not end in "s" will take a plural verb: the Miami Heat have been looking … , The Connecticut Sun are hoping that new talent … . See the section on [plurals](http://grammar.ccc.commnet.edu/grammar/plurals.htm#sports) for help with this problem.

Fractional expressions such as *half of, a part of, a percentage of, a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all, any, more, most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "more than one" (oddly enough) takes a singular verb: "More than one student has tried this."

* Some of the voters **are** still angry.
* A large percentage of the older population **is** voting against her.
* Two-fifths of the troops **were** lost in the battle.
* Two-fifths of the vineyard **was** destroyed by fire.
* Forty percent of the students **are** in favor of changing the policy.
* Forty percent of the student body **is** in favor of changing the policy.
* Two and two **is** four.
* Four times four divided by two **is** eight.

If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

* The department members but not the chair **have decided** not to teach on Valentine's Day.
* It is not the faculty members but the president who **decides** this issue.
* It was the speaker, not his ideas, that **has provoked** the students to riot.