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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 Students12 | Length20 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 forquestions 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 othersPersonal Aim: I want to improve the student’s listening and speaking ability through my grammar lectureI want all the students engage to the activityI 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 |
| Time1 minute2 minutes | Set upWhole 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 |
| Time5 Min. | Set upTwo groups of six | Arrange students into groups of two by naming them bread and butterPass 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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| Time5 minutes | Set upWhole classSs 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 |
| Time5 minutes | Set-upS-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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| TimeMaking yr own questions5 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 sentenceusing the term “half of the + noun”. i.e, “Half of theemployees 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.