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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Subject-Verb Agreement** |

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| Instructor:Surin | Level:Intermediate | Students:8 students | Length:30 Minutes |

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| Materials:* Worksheets (8 copies)

Worksheet#1 singular and pluralWorksheet#2 subject-verb agreementWorksheet#3 activities (sentence maze)* A piece of paper and a pen (for each person)
* White board and Board markers

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| Aims:* Main aim: Ss are able to understand what is the subject-verb agreement is.
* Secondary aim: Ss are able to make sentences correctly with subject-verb agreement..
* Personal aim: Increase STT in this class, and make them to be clear with the concept of empty subject.
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| Language Skills:* Reading: Ss are able to read sentences through the worksheets..
* Listening: Ss are able to listen to what teacher and other students are saying during the drills.
* Speaking: Ss are able to tell their answers to teacher, and repeat the sentences during the drills.
* Writing: Ss are able to write the answers through the worksheets..
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| Language Systems:* Phonology: -s
* Lexis: New vocabulary
* Grammar: subject-verb agreement
* Function: Leaning about the usage of subject-verb agreement, eliciting the topic.
* Discourse: Sharing ideas
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| Assumptions:Students already know:* Teacher's style of teaching.
* How the class is set up and run.
* Basic grammar usage.
* They can express what they think well in English..
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| Anticipated Errors and Solutions:* Students may not be able to understand the grammar rule.

🡪 Set an example(demonstration) to let them understand.* Students may finish their working on worksheets early or late.

🡪 Try to encourage students to match the time well.* Students may need more time to find the answers.

🡪 Give students extra time to work. |

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| References:* English vocabulary from : **http://dic.naver.com/**
* English translation from **: http://translate.google.com/**
* Searching for the concepts : **http://www.docstoc.com/docs/21626943/**
* **https://www.google.co.kr/search?q=Subject-Verb+Agreement+realia&newwindow=1&source=lnms&tbm=isch&sa=X&ei=YkzZUoOYKMrllAW7j4HIAg&ved=0CAcQ\_AUoAQ&biw=1366&bih=667#newwindow=1&q=subject-verb+agreement+worksheets&tbm=isch&facrc=\_&imgdii=\_&imgrc=Fad01oXbWnm\_0M%253A%3BmELsYqfmQLWScM%3Bhttp%253A%252F%252Fimg.docstoccdn.com%252Fthumb%252Forig%252F21626943.png%3Bhttp%253A%252F%252Fwww.docstoc.com%252Fdocs%252F21626943%252FSubject-Verb-Agreement-Worksheet-2%3B1275%3B1650**
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| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | WholeClass | Answering teacher’s questions | Good morning, everyone! How are you today?Did you eat your breakfast? What did you eat?I ate a sweet potato, and some apples.. |

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| **Pre-Activity** |
| Materials: Board, Board markers, Worksheet #1 ,visual aids |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min5min | WholeClass | Answers elicited questionsStudents go through the worksheetand learn the vocabulary and idioms | Procedure:1. Brainstorming

 Elicit(Show pictures)What is this? (SS answer)How many things in this picture? (SS answer)Yes, as you know we call the things considering about things' number, the singular and plural.Model(Write “**subject-verb agreement**” on the board.)Today, we are going to learn about "subject-verb agreement". The subject and verb must agree in number. Both to be singular or both must be plural.CCQAre we saying 2 apple?Are we saying 4 pencils?1. Vocabulary & Idioms

 Instruction(Distribute the worksheet #1)Before we start, we should check the vocabulary, and work on quiz.Work individually for 3 minutes. Are you ready?Then let's get start. DemonstrationLook at #1...The word '~' means.ICQAre you working in groups?How much time do you have?"Let's see."MonitoringMonitor discreetly. Answer students if they ask questionsNotice when 1minute left. Be flexible with time. Give 1 more minute if they need it.“Time’s up”Check answersLet’s check the answers together.-Ask students and let the students tell what they wrote. -Go through the answers one by one-Elicit the meanings from students-Explain the meaning if necessaryPhonology : how to pronounce -s to be put at the end of the words.Well done! |

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| **Main Activity** |
| Materials: worksheet #2, #3, pen and paper, smart phones |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min6min | Whole ClassGroup | Work on the worksheets | Instruction Let's go through today's topic, “**subject-verb agreement**”. In English, singular subjects need singular verbs, and plural subjects need plural verbs.In present tense, one must add an -s or -es at the end of the verb when the subjects performing the action is a singular third person: he, she, it.For example,The student sings, or He/she sings in singular form, but in plural, it would be The students sing.In additional, He has 2 apples, 4 tomatoes, and a pear. Susie is a teacher. or They are teachers, like this. Then let's do it by yourselves.CCQAre we put -s at the end of singular nouns?Are we put -es at the end of the word 'paper'?(Distribute the worksheet#2)You should match the verbs to subjects' form in worksheet#2. Work with your partner, solve the questions one by one in turn. I will give you 3 minutes for this activity.ICQAre you working in group?How much time I gave you?Let's start.Monitor discreetly.Check answers Let’s check the answers together- let the students tell the correct answers - wrap up and error correction Phonology : notice the pronunciation /self/, /selves/.Grammar : subject-verb agreement. |

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| **Post Activity** |
| Materials: None  |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min5min | GroupGroup | Work on worksheet#3.Do quiz | 1. Production( speaking & writing )

Instruction(Distribute worksheet#3)From now on, we will do a game, the sentence maze!Let's do the activity in groups. Connect the words in each sentence and find the way. I will give you 5 minutes.ICQAre we doing a sentence maze?Are we working alone?How much time do you have?Let's begin!MonitoringMonitor discreetly. Help Sts when they need helps.1. Conclude lesson

Elicit today’s vocabulary and idioms for students and Wrap up the grammar.Grammar: Subject and verb agreement. Error correction : Check the pronunciation of -s, -esFeedbackYou guys all did a good job today. please try to understand how to use the form in subject-verb agreement. See you tomorrow!HomeworkNo homework. |

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| **SOS Activity** |
| Materials: A piece of paper and a pen, smart phones |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Group | Explaining what they've leant. | 1. Production( speaking & writing)

InstructionNow, we will get feedback about what we've leant today with each other. Let's make 2 groups and get discuss about the topic. Remind what you've leant and get ideas with each other, and explain the concept to other group's friends. I will give you 5 minutes to discuss and 5minutes to give a presentation..ICQHow much time do we have in discussion?How much time do we have in presentation?What was our topic?MonitoringMonitor discreetly. Help students when they need helps. |
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★ Pictures

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★ Worksheet #1 **Vocabulary**

 **Match the words !**

Singular is the form that is used when referring to one person or thing.

Plural is the form that is used when referring to more than one person or thing.

★ Worksheet #2



★ Worksheet #3

**Connect the words in each sentence.**

**Find your way from the beginning of the maze to the end.**

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**Write the full sentence you made.**

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