

Subject-Verb Agreement

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Students' level: Junior secondary

Duration: 60 mins

Theme: Facts about the body

Previous knowledge:

Students have learnt: body parts and their functions in science lessons, including the respiratory system

Learning Objectives:

At the end of the lessons, students should be able to:

1. Demonstrate an understanding of the agreement between subjects & verbs
2. Describe the respiratory system using correct subject-verb agreement

Procedures:

1. Watch video clips on some interesting facts about body parts and complete a cloze with correct SV agreement
2. Card game – to practice SV agreement in the context of interesting facts about body parts
3. Fill in the blanks to complete a short text on facts about lungs to practice SV agreement
4. Describe the respiratory system with correct SV agreement

Duration	Procedures	Purpose	Materials
15 mins	<p>Teacher asks Ss how much they know about their own body, e.g. Do you know how fast your fingernails grow? How many times do you blink every hour?</p> <p><u>Activity 1 - Video watching and blank filling</u></p> <p>Ss watch two videos on some interesting facts about body parts and complete a cloze with correct SV agreement when watching the videos.</p> <p>In the table, Ss write down the verbs that appear after the noun phrases (Subject) as shown in the cloze.</p> <p>Ss are asked what they have noticed about the relationship between the subject and the verb – adding “s” after singular verbs.</p> <p><u>Ss discuss the following questions.</u></p> <p>What is in common between the verbs in Group 1?</p> <p><u>All verbs end with ‘s’. They are singular verbs.</u></p> <p>What is the difference between the verbs in Group 1 & Group 2?</p> <p><u>None of the verbs in Group 2 ends with “s”.</u></p> <p>In the present tense, we have to add “s” to the verbs after some nouns. What are these nouns?</p>	<p>To arouse students’ interest in the topic.</p> <p>To provide an opportunity of Ss to learn English across the curriculum</p> <p>To draw students’ attention to the relationship between the subject and the verb</p> <p>To encourage Ss to discover the subject-verb agreement rule by themselves</p>	<p>Worksheet</p> <p>Activity 1</p> <p>Video links:</p> <p>https://www.youtube.com/watch?v=h mUKdIc0y9I</p> <p>https://drive.google.com/file/d/1BXX5d84 u3HQVFW5 BFUJLbOPM 6GWdUfs1/view?usp=sharing</p>

	<p><u>Nouns: singular</u></p> <p>After some nouns, we do not need to add “s” to the verbs. What are these nouns?</p> <p><u>Nouns: plural</u></p>		
5 mins	<p><u>Activity 2 - Fill in the blanks</u></p> <p>Ss are asked to fill in the blanks in the paragraph on some facts about lungs.</p> <p>For weaker learners, they only need to fill in the blanks with the given verbs with correct SV agreement</p> <p>For stronger learners, they need to choose the verb from the vocabulary bank and fill in the blanks with correct SV agreement.</p>	To practice the forms of SV agreement	Activity 2
10 mins	<p><u>Activity 3 – Card Matching Game</u></p> <p>Ss are given paper cards. They match the subject with the corresponding verb phrase according to the SV agreement rule and the meaning.</p> <p>For the stronger learners, they need to fill in the blanks with the verbs with correct subject-verb agreement on the paper cards before they do the matching.</p>	<p>To learn grammar with fun</p> <p>To practice the forms of SV agreement and to make meaning with SV agreement</p>	<p>Activity 3</p> <p>Paper cards on some interesting facts– half on subjects and half on verb phrases</p>
20 mins	<p><u>Activity 4 - Writing – Describing the respiratory system</u></p> <p>Ss watch a video about the respiratory system. They jot notes to answer the guiding questions as they watch the video.</p> <p>Ss then write a piece of descriptive text about the respiratory system to show their understanding of the video.</p>	To compose a text with meaning with SV agreement	<p>Activity 4</p> <p>Video link: https://www.youtube.com/watch?v=ydX8Lw4q2Mk</p>