

SUBJECT-VERB AGREEMENT

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Target Students: Lower intermediate

Corpus Used: The British National Corpus

Class Duration: 150 minutes

Topic: My Friends

Materials:

“Just my friend and me” <https://www.youtube.com/watch?v=CUCGOEXn0DE>

“Since we’re friends” <https://www.youtube.com/watch?v=m6Sy3FT82fg>

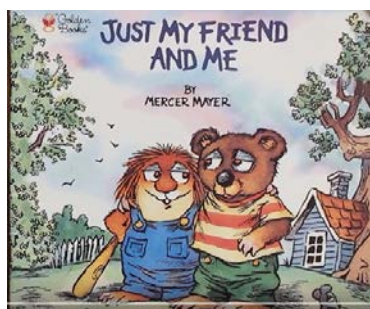
Lesson Objectives:

By the end of the lesson, the students will be able to

1. Demonstrate awareness of subject-verb agreement in positive and negative statements;
2. Show awareness of how the head noun in a subject determines the verb form;
3. Write a text to introduce a good friend, using correct subject-verb agreement;
4. Demonstrate an understanding of autistic children through story reading.

I. Story Reading

- (a) What do you do with your friend? Listen to the story “Just My Friend and Me”. Then fill in the blanks with the verbs given.



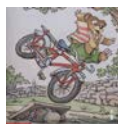
<https://www.youtube.com/watch?v=CUCGOEXn0DE>

I asked Mom if I could have a friend over, because I just don't want to play alone. There are so many things we can do – just my friend and me.

First, we (1) _____ (climb) the apple tree. I could climb higher if I really wanted to. Then we (2) _____ (play) in my tree house. My friend (3) _____ (say) only babies (4) _____ (use) a ladder. Next, we (5) _____ (play) hide-and-seek. I (6) _____ (hide) so well that my friend won't ever find me. We (7) _____ (like) to play with my racing cars. They (8) _____ (not work) very well in the water, though. We (9) _____ (like) to play basketball, too. I could get the ball if I really tried. Next, we (10) _____ (play) with my new baseball and my Louisville Slugger bat. My friend (11) _____ (like) to hit the ball, but he (12) _____ (not like) to chase it. Then we (13) _____ (have) a jump rope contest. My friend (14) _____ (jump) a hundred times. I could do that... but sometimes I (15) _____ (like) to let my friend



win. We (16) _____ (swing) on my swing set too. Next time we'll swing on separate swings. We take turns playing daredevil on my new bike. My friend (17)



_____ (try) to stand on the seat. It's only bent a little. I bet my Dad can fix it when he gets home. My Mom (18) _____ (take) care of our cuts and bruises. My friend (19) _____ (cry) a lot. I only (20) _____ (cry) a little.

After we finish playing, we (21) _____ (pick) up my toys and (22) _____ (put) them away. My friend (23) _____ (say) he'll put away the comic books. When my friend's mom (24) _____ (come) to pick him up, we (25) _____ (say) goodbye.

We always have fun when it's just my friend and me... but sometimes it's great just to be all alone.

(b) What do my friend and I play?

II. Subject-verb Agreement

(1) Positive sentences

(a) Read the lines below. Circle the subjects. Underline the verbs. The first one has been done for you as an example.

1.	<u>Drugs</u> <u>damage</u> your body.
2.	The little girls respond fiercely.
3.	His book stresses the history of styles.
4.	A schoolboy shows a drawing.
5.	The report describes the guidance as "unhelpful".
6.	They provide ongoing service.
7.	I believe it is important that ACET represents the Church.
8.	He continues to serve a 14-year sentence for "possession of anti-government literature".
9.	You pray that you'll make enough to pay the rates and the petrol for the car.
10.	After the first two chapters, it discusses where and how to read art criticism.
11.	We develop links between individuals and churches.
12.	They spend long periods of time in hospital.
13.	She reads newspaper articles to find relevant materials.

- (b) Based on the subjects circled and the verbs highlighted, fill in the table below. The first one has been done for you as an example.

	Singular noun	Verb		Plural noun	Verb
			1.	Drugs	damage

Fill in the blanks:

Singular nouns and the pronouns “he”, “she” and “it” are followed by singular verbs (ending with -s or -es).

Plural nouns and the pronouns “I”, “we”, “you” and “they” are followed by plural verbs (without -s or -es).

- (c) Read the lines below. Underline the verbs. Circle the subjects. Then highlight the key word in each subject that determines whether the following verb should be singular or plural.

The first one has been done for you as an example.

(1)	Its fluffy white <u>tail</u> <u>looks</u> like paintbrushes.
(2)	Volunteers in the elderly home cook snacks for them.
(3)	All drama schools in the USA offer places to students who can show talent.
(4)	The Link Project, which deals with drug-related problems, gives general advice.
(5)	A new office in the east end of London opens to serve clients in North and East London.
(6)	The two organisations, Ruchill Hospital Social work team and the AIDS Resource Unit, identify the need for this service.

(7)	People in home care with AIDS need someone at home who can help and look after them.
(8)	Two BBC World Service broadcasts at the end of the week show Patrick giving his assessment of the Conference.

Fill in the blanks:

When the key word in the subject is singular, the following verb is singular (ending with -s or -es).

When the key word in the subject is plural, the following verb is plural (without -s or -es).

(2) Negative sentences

(a) Read the lines below. Circle the subjects. Underline the verbs. The first one has been done for you as an example.

1.	<u>The machine</u> <u>doesn't function</u> .
2.	She does not stay with him.
3.	He doesn't know what will happen next.
4.	A part-time job doesn't pay enough.
5.	Many workers do not know how to protect themselves.
6.	We do not know her name.
7.	I don't believe in the audition system.
8.	You do not have the talent in baking.
9.	The museum doesn't sponsor this kind of modern art.
10.	Some low-quality hotels do not have adequate fire protection.

(b) Based on the subjects circled and the verbs highlighted, fill in the table below.

	Singular noun	Verb		Plural noun	Verb
1.	the machine	doesn't function			

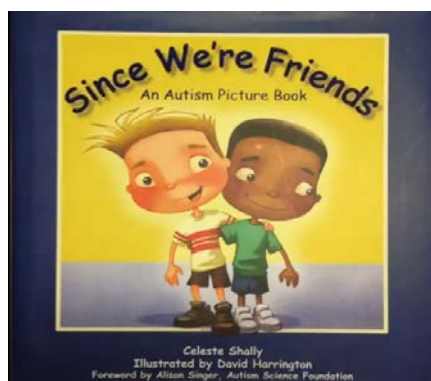
Fill in the blanks:

In negative sentences:

- Singular nouns and the pronouns “he”, “she” and “it” are followed by “does not” in the present tense.
- Plural nouns and the pronouns “I”, “we”, “you” and “they” are followed by “do not” in the present tense.

III. Story Reading and Language Practice

(a) Read a short story about a friend Matt. Then fill in the blanks with the correct verbs.



<https://www.youtube.com/watch?v=m6Sy3FT82fg>

It's finally summer vacation! I'm going to hang out with my friend Matt who (1) lives across the street. We (2) have tons of fun together because we like the same things.

Matt (3) acts a little different from my other friends though. He (4) has autism. That means his brain (5) works different from mine. He (6) thinks about and (7) feels things in a different way than I do. But we still have a great time together.

We both (8) love sports. Football, basketball, baseball, soccer, you (9) name it, we (10) play it. We (11) play on the Cougars basketball team together. Matt (12) is good at scoring and I (13) am good at dribbling and passing. We (14) make a good team because we (15) work together.

Sometimes Matt (16) has a hard time following directions at practice. He (17) does not always understand what the coach is saying. It's hard for him to listen when the gym is really loud. Since we are friends, I (18) show Matt what to do.

- (b) Continue reading the story about Matt below. Underline the mistakes in each sentence. Write the correct word above each mistake.

(1) We has a lot of fun ridng the swings at the park. (2) We likes to swing super high and pretends we're on a rocket ship blasting off into outer space! (3) Sometimes our feet touches the clouds. (4) If someone is on Matt's favourite swing, he get very upset and starts yelling. (5) It makes him feel happy to play something the same way every time. (6) Since we're friends, I tries and think of something to do while we're waiting, like playing soccer or football.

(7) Matt is very interested in animals. (8) When Matt is interested in something, he want to talk about it all the time! (9) We looks at books and watches movies together about animals. (10) We walks around the block together and makes up crazy names for the neighbourhood dogs. (11) Then we feed them treats through the fence. (12) Since we're friends, I doesn't mind talking about animals a lot because I like them too.

(13) Some kids thinks Matt is weird because it's hard to understand the way he talk. (14)
They doesn't want him to play because sometimes he act wild when he's excited. (15)
Since we're friends, I don't want him to feel left out, so I asks Matt if he want to play with
us.

(16) When it's time for us to go home, Matt get stubborn and sad because he doesn't wants
the fun to stop.

(c) Matt has autism. What are his characteristics?

(d) How can you be a good friend to children with autism?

IV. Writing

Now it is your turn to tell your classmates about your good friend.

The following are some guided questions:

1. Who is your good friend?
2. How will you describe his/her personalities?
3. What are his/her likes and dislikes?
4. What do you usually do with him/her?
5. Why do you like him/her?

A cartoon illustration of SpongeBob SquarePants and Patrick Star. Patrick is on the left, a pink star-shaped character with large eyes, wearing green shorts with purple spots. SpongeBob is on the right, a yellow square character with a wide smile, wearing his signature brown pants and red tie. They are both standing on a plain white background.This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.