

Course: Pre-Voc Literacy	Code:	Group:	Level: Mixed E2-L1	Subject: Literacy
Tutor	Support staff: none	Date		Room:

<b>Context of the session:</b> The full time students are undertaking pre-vocational courses in construction, decorating, bricklaying and car mechanics. They need the underpinning literacy skills that will maximise their achievement in their chosen vocations.		Notes:
<b>Session aims:</b> To teach subject verb agreement.		Success criteria to be shared with learners You will use your knowledge of how to construct sentences when speaking so that you can construct equally good sentences when writing.
At the end of the session (objectives): <b>ALL learners</b> will be able to make subjects and verbs agree when constructing sentence (both singular or both plural). <b>MOST learners</b> will be able to explain the need to persist with making subjects and verbs agree throughout a piece of writing. <b>SOME learners</b> will be able to use subject verb agreement with collective nouns.		
Curriculum mapping:	Ws/E3.2 use correct basic grammar (e.g. appropriate verb tense, subject-verb agreement) (d) understand when it is important to use Standard English grammar and when a variety may be appropriate (e) understand and be able to recognise how different varieties of English use different grammatical structures (e.g. we was) or case (e.g. me and my friend met at the cinema) (f) know and understand the terms verb, tense, subject of a sentence	Ws/L1.2 Use correct grammar (e.g. subject-verb agreement, correct use of tense). Understand (a) that while writing, a writer needs to keep checking that singular subjects have a singular verb and that plural subjects have a plural verb (b) the inflection on present simple, third person singular, verb form and that all other verb forms are the same in singular and plural.

### 1. The big picture

Sentences have to make sense and part of that is about making subjects and verbs agree. You already do this all the time when speaking (I've heard you). Now you are going to learn how to use that expertise in writing sentences.

### 2. Activity to build on prior learning:

Subject & verb starter		5 min
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### 3. How will learners be successful in learning outcomes?

Learners will on previous learning about writing sentences and on existing knowledge about constructing correct spoken sentences. They will learn what subject verb agreement is about. They will demonstrate the effect of not making subject and verb agree. They will make subjects and verbs agree in a variety of sentences.

#### 4. Introduce/do/demonstrate –Subject verb agreement

<b>Introduce:</b>	Every verb (doing word) comes in different versions. E.g. go and goes – He go to college or He goes to college – which ones sounds right? E.g. buy and buys – He buys a Coke or He buy a coke – which one sounds right?	Should hear “ He goes ...” Should hear “He buys ...”	15 min
<b>Do:</b>	Group to think of some examples	<b>Focus on the HE version of the sentence for now</b> Prompt with “call and calls”, “cycle and cycles”, “eat and eats”	
<b>Demonstrate:</b>	Put the examples on the board		
<b>Do:</b>	Change the “he” to “they” on the sentences on the board. Are the sentences still right?	Should hear “no” & that the verb has to change.	
<b>Demonstrate:</b>	Change the examples on the board.		
<b>Do:</b>	Subject verb agreement and regular verbs		
<b>Demonstrate:</b>	Group review – each learner to pick a sentence and to say which version he used		
<b>Introduce:</b>	Those verbs were all regular. Look at the verbs – what is the only difference between the two versions of each verb.  Many of the most common verbs we use are irregular – there is a much bigger difference between the different versions of the verb. However the subject verb agreement still needs to happen	Should hear “an s on the end” PROMPT for the “es” by looking at <i>mixes</i>	10 min
<b>Do:</b>	Subject verb agreement and irregular verbs		
<b>Demonstrate:</b>	Group review – each learner to pick a sentence and to say which version he used		
<b>EXTEND Do:</b>	Brickwork subject verb agreement activity		
<b>EXTEND Demonstrate:</b>	1-1 review of the worksheet		

<b>Introduce:</b>	Where the subject is more than one thing you need to think carefully about subject very agreement. Automatically when you speak you would get this right, but sometimes the fact that writing is slower than speaking can result in the wrong version being used in someone's writing. Lewis cycles to college. Suppose it was Lewis and Andy. Now what version of the verb (cycles) should I use? Why?	Should hear "cycle" Should hear "two people means the plural version"	10 min
<b>Do:</b>	Lewis Hamilton rewrite		
<b>Demonstrate:</b>	1-1 review Each learner to read part of what he has written aloud.		
<b>Introduce:</b>	A collective noun is a name given to a group of objects. You'll all have heard of a herd of elephants.		10 min
<b>Do:</b>	Brainstorm some examples	E.g. a pack of dogs, a crowd of people, ...	
<b>Demonstrate:</b>	Put the examples on the board.		
<b>Do:</b>	Collective noun spinner		
<b>Demonstrate:</b>	1-1 review Poster the best one from each learner		

## 5. Review and preview:

Back to the objectives. Next week you will be doing a trip to Alton Towers

## Contributor's notes

The students were all young men on a pre-vocational construction skills course, so the material is biased towards them.

The picture of Lewis Hamilton copyright BBC [http://newsimg.bbc.co.uk/media/images/42408000/jpg/\\_42408171\\_lewis\\_hamilton\\_203.jpg](http://newsimg.bbc.co.uk/media/images/42408000/jpg/_42408171_lewis_hamilton_203.jpg)

Page 4 (the spinner) should be printed on card (laminated?) and cut out before the lesson. You also need lined paper for this part of the activity.

Best wishes,

Mary

# Subject verb agreement

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**Task 1:** Using two different colours highlight the verb and its subject in these sentences.

## Painting brick walls

1. Masonry walls needs paint to have colour.
2. Painted walls keep rain out.
3. A brick wall need no painting because it are already coloured.
4. Brick walls resists rain.
5. Sometimes we paints brick walls to decorate them.
6. Outside walls are repainted every three years.
7. Brick walls is built to a high standard.
8. Mortar consist of cement and lime.
9. Use porous paint so the wall breathe.

**Task 2:** Now re-read each sentence. Do they all make sense? Put a circle at the start of each sentence that sounds wrong.

# Subject verb agreement and regular verbs

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**Task 3:** Each line contains two choices for the verb. Underline the subject of the verb then cross out the wrong version of the verb to make a correct sentence.

Danny paint/paints the walls magnolia.

Paul like/likes chocolate cake for dessert.

The fans sing/sings when Middlesbrough score a goal.

Frost cover/covers the ground on cold winter mornings.

The car skid/skidded across the road and hit a tree.

Joiners work/works with wood.

Motorists use/uses fog lights on misty mornings.

Plasterers skim/skims the ceiling to conceal the artexing.

Joseph mix/mixes cement on the driveway.

Decorators paste/pastes wallpaper in the bathroom.

The mechanic examine/examines under the car to check for rust.

The boys swim/swims for an hour each morning before college.

Anthony deliver/delivers local newspapers at the weekend.

# Subject verb agreement and irregular verbs

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**Task 4:** Each line contains two choices for the irregular verb. Underline the subject of the verb then cross out the wrong version of the verb to make a correct sentence.

Lots of people is/are waiting outside.

The office was/were closed all day yesterday.

The print is/are very small.

The carpet has/have lots of stains and marks.

The meeting is/are upstairs in the conference room.

Mr. and Mrs. Taylor has/have moved in next door.

Two cars were involved in the A19 crash.

His application form was/were posted last week. It has/have gone missing.

Richard do/does not care whether United or City is/are winning.

The flowers has/have arrived.

# Subject verb agreement and collective nouns

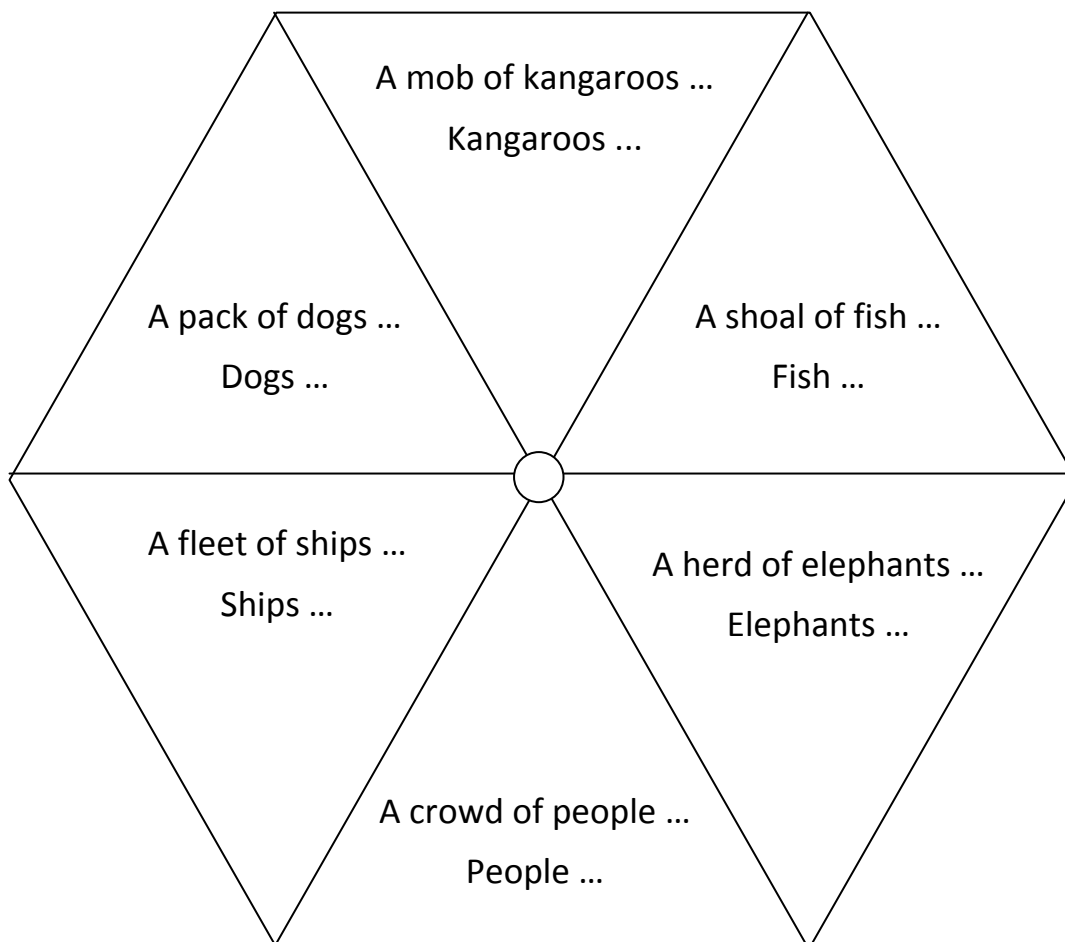
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**Task 5:** Spin the spinner. Make two sentences, each using one of the two phrases where the spinner lands.

**Example:**

Geese fly south in the winter. (plural form of verb)

The flock of geese flies south in the winter. (singular form of verb)



# Subject verb agreement and more than one thing

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**Task 6:** Rewrite the paragraph replacing “Peter” with “Peter and David”. Change the verbs so that they match the subject where necessary. Make other changes needed so that the paragraph still makes sense.

Peter is a big motor racing fan. He admires Lewis Hamilton very much. He follows every F1 race. Sometimes if the races are on while he is at work he listens on the radio. If he can get time off, he goes home and watches the race on TV.



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