**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Eight

**Date:** 27th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Listening

**Sub-topic:** Listening to grasp main idea in a debate

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Understand the importance of debate to listening.
2. Explain the principles of persuasion
3. Identify what listening involves.

**Rationale:** To ensure that the students learn about listening.

**Previous knowledge:** The students have idea of listening.

**Instructional resources:** Course book, audio on debate topic.

**Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins by saying that; Debate and argumentation offers leaders a chance to explore both sides of a complex issue and engage with controversial topics in a structured, facilitated format. By practicing debate, leaders utilize a multitude of public speaking skills such as argument development, spontaneous critical thinking, questioning, and synthesizing central areas of clash. The ability to support arguments with research and analysis and evaluate other people’s information on the spot is critical to effective civic and political participation in democracy. At the same time, the word “debate” or “argumentation” often deters people who would rather not engage in an activity that feels like fighting or confrontation. In the classroom, debate can feel too competitive or too challenging to facilitate in a large group. Avoiding clash, however, avoids an opportunity to learn how to appreciate the multiple sides of an issue and ultimately develop empathy for diverse viewpoints. | The students listen to the teacher. | To acquaint the scholars with the benefits of debate and argument |
| **Step I** | **The teacher states the principles of persuasion as it relates to debate.**  ****Principles of Persuasion****  There are many protocols and formats for debate, which differ based on the number of participants involved, the type of topic, and the goal of the discussion (e.g. exploring philosophical tensions, arguing about policy decisions, or generally discussing why something is better than something else). Regardless of format, however, debate is ultimately about persuasion, which comes down to appealing to your audience through different methods. Much has been written about the Greek philosopher Aristotle’s modes of persuasion, which detail the techniques that speakers can use to appeal to their audiences. As a brief overview, these modes include:   * Ethos: Appealing to your audience by making them trust you, establishing your personal credibility, sounding fair, and demonstrating your personal expertise. * Logos: Appealing to your audience through logic, reasoning, facts and statistics, historical examples, strong hypothetical examples, or analogies. * Pathos: Appealing to your audience by inciting their emotions and using powerful language that inspires strong feelings of excitement, pity, or anger.   An effective debater is able to use all three modes of persuasion, which develops connection with an audience and promotes effective leadership. What makes debate unique is that you also have to interact with others, which means that persuasion also depends on anticipating and reacting to how other people might use these modes. Anticipating or “preempting” arguments requires you to put yourself in the shoes of the other side and genuinely try to understand what they might say and how they might say it. As a learning tool, this can be a powerful way to develop the capacity to adapt and customize your ideas to communicate more effectively. | The students take note of the principles. | This is to ensure that the students understand the principles that govern debates. |
| **Step II** | **The teacher posits that one can Promote Listening Through Debate.**  Debate is exciting to people who enjoy the thrill of spontaneous speaking and thinking on their feet; less so for people who prefer to prepare everything. Rest assured that effective debate actually requires both the skill of careful preparation and research in addition to the ability to respond in the moment. Teaching debate involves an understanding and awareness of student strengths and targeted practice to address areas that might be more challenging.  Regardless of your area of comfort, one of the most important skills in debate is the ability to listen carefully and strategically. In debate, listening involves:   * Making sure you actually understand the other person’s argument * Digesting the main point of the other person’s argument * Coming up with clarifying questions to solidify your understanding * Selective note-taking on the distinct ideas mentioned by the other person * Knowing when the other person is just repeating something said before * Mentally drawing connections to your own arguments * Making choices about where you might focus your upcoming responses   When done effectively, debate can help you listen like a leader, meaning that you are taking the time to deeply appreciate and understand what the other person is saying before coming up with what you are going to say next. The challenge is to be able to identify what is really important to the other person while also drawing connections to your own ideas. For those who like to be prepared, it helps to come into the debate with a general understanding of the core issues involved in the topic and where potential areas of clash might be. Preparation also involves a great deal of practice on how to listen, even under conditions that are stressful. | The students rapt attention to the teacher. | For clarity and understanding of how to promote listening through debate. |
| **Step III** | **The teacher gives highlights as in;**  ****SUMMARY SPEECHES: FIRST STEPS****  Students often think summary speeches are going to be easy, because according to the rules they can’t offer any brand new material. However, giving a good summary speech is one of the hardest things to learn to do.  Summary speeches are often described as ‘biased news reports’: a summary speaker has to give the facts about what happened in the debate (and can’t leave out good arguments made by other teams), but they should present this information in a way that shows that their team is winning.  To do this, summary speeches should:   * Group the arguments by theme. These can be phrased as questions, e.g. ‘Is gambling addictive?’ ‘Is it the government’s job to prevent people from harming themselves?’ ‘Does banning gambling really reduce choice?’ * Provide additional rebuttal in areas where it is needed, and respond to questions from the floor. As far as possible, this should be integrated into the themes   For example: ‘Is gambling addictive? We argued no. The proposition team said gambling was addictive because… My partner argued it wasn’t addictive because… Our argument was stronger because…’  ****POINTS OF INFORMATION****  ****What are they?****  Most debating formats also allow students to make ‘points of information’, which can be offered during main speeches (but not during the summary speeches. They can be offered only by speakers from the other team (so not from team-mates, and not from the audience).  Points of information are short (under 10 seconds) statements or questions that should challenge the current speaker’s arguments.  ****How can they be offered?****  Someone who wants to give a POI should stand up, and say ‘Point of information’, ‘Madam’, ‘Sir’ or the speaker’s name. The current speaker can then either accept or decline that point of information. If declined, the person offering the point of information must sit down immediately without further comment. If accepted, the person offering the point of information can then give their point of information.  ****How should they be used?****  Each speaker should take 1-3 points of information during their speech. Not taking any points of information is unfair on other teams. Taking too many points of information will damage the speaker’s planned speech.  ****RESPONDING TO POINTS OF INFORMATION****  Many students find that points of information offer a thrilling opportunity to think on their feet and respond quickly and directly to critique. However, sometimes this can be quite nerve-wracking, or even intimidating. Fortunately, there are many methods we can use when responding to points of information which minimise any sense of panic, and maximise the efficacy of our response.  What to do   * Respond to the POI as directly as possible: students should listen carefully to identify the objection being made, and counter it either using a new argument or by referring their opponent back to arguments that have already been made * Don’t let the POI derail the speech: students should try to return to their planned speech structure as quickly as possible * If a student isn’t sure how to respond to a POI, they shouldn’t stop speaking completely. Instead, a common tactic is to say something like ‘I’ll deal with that point in a moment’ and continue with the speech as planned. This way, the speech can continue, and if a good response comes to mind, you can give it later on (and if not, at least the POI didn’t ruin your speech). | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. How can we promote listening through debate. 2. In debate, listening involves \_\_\_\_\_\_\_\_\_ | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on listening. | They take note of the instruction. | To enhance the spirit of research in the scholars. |

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**21/3/2023**

**Principal Head Instructor**

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Eight

**Date:** 27th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Continuous Writing

**Sub-topic:** Articles

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Understand the meaning of an article.
2. Explain the principles of persuasion
3. Identify what listening involves.

**Rationale:** To ensure that the students learn about listening.

**Previous knowledge:** The students have idea of listening.

**Instructional resources:** Course book, audio on debate topic.

**Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins by saying that; An [article](https://www.toppr.com/guides/english/writing/article/) is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world. An article is a complete piece of writing on an issue of public interest.it usually contains views or opinions of its writer on a specific issue or topic | The students listen to the teacher. | To begin the lesson by way of introduction. |
| **Step I** | The teacher presents useful hints on how to write a good Article.   * ****Content:****   The content depends on the topic you are asked to write on, but you must write on all aspects of the question to earn a good mark. Your points must be relevant to the question.   * ****Organization:****   Writing an article is the same as writing a letter to the editor of a news –paper. You are not expected to write a letter to the editor when you are asked to write an article for publication in a newspaper or magazine.  You are expected to write the title of the article clearly on top of the article.  You are expected to write an introductory paragraph in which you are to give your readers an insight to your topic.  Consider the interest of your readers and the affects you wants to create on the readers.  Presents your points in a logical order and develop your paragraphs adequately.  Write your name and class below at the end of your article.   * ****Expression:****   Your language should be formal since you are writing an article for publication in a newspaper or magazine  Topic for article call for expository prose and clarity of expression. Write in simple, straight-forward sentences and avoid using slangs.  Your vocabulary should be carefully chosen for effectiveness. | The students take note of the principles. | This is to ensure that the students understand the the principles that govern debates. |
| **Step II** | The teacher gives a format for writing an ArticleWriting Format To write a perfect article, one should have in-depth knowledge about the topic to deliver 100% information regarding the product, services, brands, etc., Well, you need to do some research and also planning before start writing an article. To make your article stood out of the crowd & gain max audience traffic; some basic format for article writing is necessary. The article writing format is given below.  The format of an article consists of the following parts:   1. Heading / Title 2. By Line 3. Body (the main part of the article, 3-4 paragraphs) 4. Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal)   ****1. HEADING:**** It should be catchy & also need to relate to the reader’s search term. The length of the heading shouldn’t cross 5-6 words. Think creatively & impressed audience or readers with this one line & increase their anxiety to continue their read in your article.  ****2. BY LINE:**** It means the name of the person writing the article. It is generally given in the question. If asked then only write your personal details.  ****3. BODY:**** The body is the main part of article writing which carries more weightage of marks. Usually, the body of the article consists of at least 3 to 4 paragraphs.  ****4. CONCLUSION:**** Final paragraph of an article should be like recommendation, anticipation, views, appeal, etc where readers’ must feel happy with your article.  Checking out this format & try to implement it during the article writing as it is very important for all students of CBSE and other boards to secure more marks & readers’ attention. | The students rapt attention to the teacher. | For clarity and understanding of how to promote listening through debate. |
| **Step III** | **The teacher gives highlights as in;**  **Tips for Article Writing Let us get to understand some of the points that you shall remember while attempting a topic of the writing section.**   1. **Understand your topic For any given topic, you shall first be able to understand it clearly. You should be able to draw related inferences for everything that comes to your mind. Usually, in this step, your brain is flooded with a lot of thoughts and your job is to be able to identify and filter them based on your requirements. Attempting such questions without planning is never a good idea because your content will not be organised unless you organise the flow of the content. Hence, the best way before getting started with such questions is to make sure that you have a clearer picture of what the question is asking you and this way, you will be able to deliver captivating content.** 2. Prepare an outline Before starting the writing part, one should arrange the pointers in the correct sequence. It should be a logical sequence keeping in mind the objectives. Cross-checking each point whether it is relevant and needed to complete the content is again another point to be considered. Preparation of an outline is important as well as useful as it helps us know what to do next and how much is left. You should be careful while preparing an outline as it should contain all the topics and that too in the correct sequence. 3. Review and make relevant changes Revisiting all the points by reading them again is one of the important tasks for a well-written part. While revisiting you might come across some of the content which is not required, so one should leave the unnecessary points which are making the content lengthy without adding quality and relevance to the content. Then, logically rearrange the points so that the important points come first in the sequence and others follow. 4. Write it Now after keeping all the above-mentioned things in mind, start writing. With a strong and relevant introduction one should start, followed by the correct sequence of the points adding a necessary explanation. To the point information without unnecessary elaboration always adds perfection to content. 5. Edit and proofreadLast but not the least, an important aspect to be considered is proofreading. Before the final submission of content, you should go through the complete content once more. Again edit the unnecessary ones and complete them. After completing the entire process your content is ready.Other important tips that can be used to produce a good piece of writing content are mentioned below. Students shall consider referring to them whenever they plan to conquer questions of such kinds. 6. Keep the list of your ideas handy as it will help you to organize your content accurately. 7. Make sure that you are sitting in a distraction-free environment so that your mind is able to focus and concentrate better. 8. One of the most important attributes of a good writer is being able to research well. When you research, you get to read more and this way there are a lot of new ideas that come to your mind. 9. Ensure that your content is simple. It means that you should avoid too fancy words because otherwise, your content would lose the relatability factor. 10. You shall also focus on making your content presentable. Adding bullet points or writing in small paragraphs might be a beneficial tip. 11. Adding keywords to your content is a game-changer. When you optimize your content, its value increases subsequently. 12. Lastly, be precise and let your content be captivating enough for the reader. | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is an article? 2. List four items in the format of an article. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Write an article for publication in your school magazine on the causes and consequences of increase in cult activities on our campuses. | They copy it down into their notebooks to be done at home. | To enhance the spirit of research in the scholars. |



21/3/2023

Principal Head Instructor

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Seven

**Date:** 27th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Adjunct

**Sub-topic:** Adverbial Clause

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define adjunct.
2. Explain the types of adverbials.

**Rationale:** To ensure that the students learn about adjunct in detail.

**Previous knowledge:** The students have come across the usage of adjuncts unknowingly.

**Instructional resources:** Charts showing adjuncts

**Reference Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins the lesson by asking the students to define adjunct. | The students give the definition of adjuncts base on their knowledge of the concept. | To ascertain what they know about the topic. |
| **Step I** | The teacher defines adjunct as stated below;  An adjunct is a word, phrase or clause that can be removed from a sentence without making it grammatically incorrect. An adjunct is used to add extra information to a sentence, which creates an extra meaning and makes the sentence more specific. | The students participate in the definition. | This is to ensure that the students understand the concept and definition of adjunct. |
| **Step II** | *The teacher gives some examples of adjunct;*  Here are some examples of adjuncts:  **Word** :In the example: 'We went shopping yesterday, the word' yesterday 'is the adjunct'.  **Phrase:**In the example: 'We went shopping last night, the phrase' last night 'is an adjunct'.  **Clause:**In the example: 'We went shopping after we ate dinner, the clause 'after we ate dinner' is an adjunct'. In each case, the phrase 'We went shopping' remains grammatically correct. The removal of the word, phrase, or clause does not create any grammatical errors. Thus, they are adjuncts.  Adjuncts have many functional purposes, but the primary attribute of an adjunct is it is used to modify another form, word, phrase or clause. Its purpose as a modifier is to add specificity or meaning to a sentence. Although it may not be necessary to include in a sentence, the descriptive functions of adjuncts can add heightened understanding or context to a sentence. | The students rapt attention to the teacher. | For clarity and understanding of key terms. |
| **Step III** | The teacher throws more light on adverbial adjuncts. **Adverbial adjuncts:** Typically, an adjunct is an adverb or adverbial phrase that modifies a verb/action. An adverbial adjunct is not always an adverb, but it is a modifying phrase that establishes the context in which the action described by the verb takes place. Adverbial adjuncts can have different functional meanings that they contribute to a phrase or sentence. When used for this purpose, an adjunct can indicate place, time, manner, degree, frequency, or reason. We will go through each of these and provide examples to explain why they are used to modify the verb in a sentence:**Place:**Place adjuncts can provide context as to where something being described in a sentence is occurring. Examples of adjuncts of place:[phone](https://www.studysmarter.us/explanations/english/phonetics/phone/) Could you charge my over there?  They were sightseeing around the city.  Wherever it is, I plan to visit.  **Time:** Time adjuncts can provide context about when something being described in a sentence is occurring. Examples of adjuncts of time:  Yesterday we flew to France.  I walk to the bus stop at 8 am.  I got up to leave when the bell rang.  **Manner:**Manner adjuncts can provide context about how something being described in a sentence is occurring. Examples of adjuncts of manner:  He slowly placed the book on the counter.  John's arms were strong like a wrestler's.  Angrily, I threw my bag at him.  **Degree:**Degree adjuncts can provide context about the extent of an action or event. Examples of adjuncts of degree:  The professor is as strong as she is brave.  She was not as lonely as she could have been.  As smart as she was, she was not prepared for the exam.  **Frequency:** Frequency adjuncts can provide context as to **how frequently**something being described in a sentence is occurring. It differs from a Time adjunct, which measures when something being described in a sentence is occurring! Examples of adjuncts of frequency:  We go swimming every weekend.  I went to France seven times last year.  Last night I dreamed you came back.  There are two frequency adjuncts here - 'seven times' and 'last year.'  **Reason:**Reason adjuncts can provide context as to why something being described in a sentence is occurring. Examples of adjuncts of reason:   1. You can leave early because the teacher is off sick. 2. As it is my birthday, I will be buying myself a watch. 3. Sam will be punished because of what he did. | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is an adjunct? 2. State the meaning of adjunct of reason. 3. Give examples of adjunct of reason. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on adjuncts | They take note of the instruction. | To enhance the spirit of research in the scholars. |



21/3/2023

Principal Head Instructor

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Eight

**Date:** 27th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Listening

**Sub-topic:** Listening to grasp main idea in a debate

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

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**Specific objectives:** By the end of the lesson, the students should be able to:

1. Understand the importance of debate to listening.
2. Explain the principles of persuasion
3. Identify what listening involves.

**Rationale:** To ensure that the students learn about listening.

**Previous knowledge:** The students have idea of listening.

**Instructional resources:** Course book, audio on debate topic.

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**LESSON DEVELOPMENT**

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| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins by saying that; Debate and argumentation offers leaders a chance to explore both sides of a complex issue and engage with controversial topics in a structured, facilitated format. By practicing debate, leaders utilize a multitude of public speaking skills such as argument development, spontaneous critical thinking, questioning, and synthesizing central areas of clash. The ability to support arguments with research and analysis and evaluate other people’s information on the spot is critical to effective civic and political participation in democracy. At the same time, the word “debate” or “argumentation” often deters people who would rather not engage in an activity that feels like fighting or confrontation. In the classroom, debate can feel too competitive or too challenging to facilitate in a large group. Avoiding clash, however, avoids an opportunity to learn how to appreciate the multiple sides of an issue and ultimately develop empathy for diverse viewpoints. | The students listen to the teacher. | To begin the lesson by way of introduction. |
| **Step I** | **The teacher states the principles of persuasion as it relates to debate.**  ****Principles of Persuasion****  There are many protocols and formats for debate, which differ based on the number of participants involved, the type of topic, and the goal of the discussion (e.g. exploring philosophical tensions, arguing about policy decisions, or generally discussing why something is better than something else). Regardless of format, however, debate is ultimately about persuasion, which comes down to appealing to your audience through different methods. Much has been written about the Greek philosopher Aristotle’s modes of persuasion, which detail the techniques that speakers can use to appeal to their audiences. As a brief overview, these modes include:   * Ethos: Appealing to your audience by making them trust you, establishing your personal credibility, sounding fair, and demonstrating your personal expertise. * Logos: Appealing to your audience through logic, reasoning, facts and statistics, historical examples, strong hypothetical examples, or analogies. * Pathos: Appealing to your audience by inciting their emotions and using powerful language that inspires strong feelings of excitement, pity, or anger.   An effective debater is able to use all three modes of persuasion, which develops connection with an audience and promotes effective leadership. What makes debate unique is that you also have to interact with others, which means that persuasion also depends on anticipating and reacting to how other people might use these modes. Anticipating or “preempting” arguments requires you to put yourself in the shoes of the other side and genuinely try to understand what they might say and how they might say it. As a learning tool, this can be a powerful way to develop the capacity to adapt and customize your ideas to communicate more effectively. | The students take note of the principles. | This is to ensure that the students understand the the principles that govern debates. |
| **Step II** | **The teacher posits that one can Promote Listening Through Debate.**  Debate is exciting to people who enjoy the thrill of spontaneous speaking and thinking on their feet; less so for people who prefer to prepare everything. Rest assured that effective debate actually requires both the skill of careful preparation and research in addition to the ability to respond in the moment. Teaching debate involves an understanding and awareness of student strengths and targeted practice to address areas that might be more challenging.  Regardless of your area of comfort, one of the most important skills in debate is the ability to listen carefully and strategically. In debate, listening involves:   * Making sure you actually understand the other person’s argument * Digesting the main point of the other person’s argument * Coming up with clarifying questions to solidify your understanding * Selective note-taking on the distinct ideas mentioned by the other person * Knowing when the other person is just repeating something said before * Mentally drawing connections to your own arguments * Making choices about where you might focus your upcoming responses   When done effectively, debate can help you listen like a leader, meaning that you are taking the time to deeply appreciate and understand what the other person is saying before coming up with what you are going to say next. The challenge is to be able to identify what is really important to the other person while also drawing connections to your own ideas. For those who like to be prepared, it helps to come into the debate with a general understanding of the core issues involved in the topic and where potential areas of clash might be. Preparation also involves a great deal of practice on how to listen, even under conditions that are stressful. | The students rapt attention to the teacher. | For clarity and understanding of how to promote listening through debate. |
| **Step III** | **The teacher gives highlights as in;**  ****SUMMARY SPEECHES: FIRST STEPS****  Students often think summary speeches are going to be easy, because according to the rules they can’t offer any brand new material. However, giving a good summary speech is one of the hardest things to learn to do.  Summary speeches are often described as ‘biased news reports’: a summary speaker has to give the facts about what happened in the debate (and can’t leave out good arguments made by other teams), but they should present this information in a way that shows that their team is winning.  To do this, summary speeches should:   * Group the arguments by theme. These can be phrased as questions, e.g. ‘Is gambling addictive?’ ‘Is it the government’s job to prevent people from harming themselves?’ ‘Does banning gambling really reduce choice?’ * Provide additional rebuttal in areas where it is needed, and respond to questions from the floor. As far as possible, this should be integrated into the themes   For example: ‘Is gambling addictive? We argued no. The proposition team said gambling was addictive because… My partner argued it wasn’t addictive because… Our argument was stronger because…’  ****POINTS OF INFORMATION****  ****What are they?****  Most debating formats also allow students to make ‘points of information’, which can be offered during main speeches (but not during the summary speeches. They can be offered only by speakers from the other team (so not from team-mates, and not from the audience).  Points of information are short (under 10 seconds) statements or questions that should challenge the current speaker’s arguments.  ****How can they be offered?****  Someone who wants to give a POI should stand up, and say ‘Point of information’, ‘Madam’, ‘Sir’ or the speaker’s name. The current speaker can then either accept or decline that point of information. If declined, the person offering the point of information must sit down immediately without further comment. If accepted, the person offering the point of information can then give their point of information.  ****How should they be used?****  Each speaker should take 1-3 points of information during their speech. Not taking any points of information is unfair on other teams. Taking too many points of information will damage the speaker’s planned speech.  ****RESPONDING TO POINTS OF INFORMATION****  Many students find that points of information offer a thrilling opportunity to think on their feet and respond quickly and directly to critique. However, sometimes this can be quite nerve-wracking, or even intimidating. Fortunately, there are many methods we can use when responding to points of information which minimise any sense of panic, and maximise the efficacy of our response.  What to do   * Respond to the POI as directly as possible: students should listen carefully to identify the objection being made, and counter it either using a new argument or by referring their opponent back to arguments that have already been made * Don’t let the POI derail the speech: students should try to return to their planned speech structure as quickly as possible * If a student isn’t sure how to respond to a POI, they shouldn’t stop speaking completely. Instead, a common tactic is to say something like ‘I’ll deal with that point in a moment’ and continue with the speech as planned. This way, the speech can continue, and if a good response comes to mind, you can give it later on (and if not, at least the POI didn’t ruin your speech). | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. How can we promote listening through debate. 2. In debate, listening involves \_\_\_\_\_\_\_\_\_ | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on listening. | They take note of the instruction. | To enhance the spirit of research in the scholars. |



21/3/2023

Principal Head Instructor

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Eight

**Date:** 27th February 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Communication

**Sub-topic:** Dialogue

**Period:** 5TH

**Time:** 11:10 – 11:50

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define Dialogue.
2. State the importance of dialogue.
3. Create and sustain a good dialogue in communication.

**Rationale:** To ensure that the students learn about dialogue.

**Previous knowledge:** The students have been in dialogue with friends before now.

**Instructional resources:** Course book, audio on dialogue.

**Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ACTIVITIES** | **LEARNING POINTS** |
| **Introduction** | The teacher begins by saying that; Dialogue writing is a verbal conversation between two or more people [or] It’s a vulgate conversation [common or colloquial speech].  Statistics show that on average a human being, regardless of gender, will use 16,000 words per day. When you think of a human being's development from an infant who can only cry to an adult who is adept at communication, it's astounding. Since one of literature's primary aims is to replicate the human existence, and thereby search for meaning, writers from past to present have used dialogue to represent our communicative faculties.  In literature, **dialogue** is simply a stylized written or spoken exchange between two or more people. While it's a prevalent tool in fiction, we also see it in nonfiction and poetry. A writer's use of dialogue dates back to classical literature, namely Plato's *Republic* and other such works. Plato and other philosophers largely used the dialogic method for argument and rhetorical purposes. In modern literature, we use dialogue to color a character's personality, create conflict, advance a plot, showcase **vernacular** (the language or dialect spoken by the native people of a region), and so on. Let's take a look at some examples to see how skilled writers have used dialogue for meaning and resonance. | The students listen to the teacher. | To begin the lesson by way of introduction. |
| **Step I** | **Dialogue’s Functions** Though dialogue can serve many functions in fiction, three of its primary purposes are to:   * establish the tone and atmosphere of a scene * reveal your characters * advance your storyline  **Function 1: Establishing Tone and Atmosphere** Characters’ verbal exchanges reveal their moods and attitudes, which set a tone for the scene. Compare this exchange:  "Manny!" Jeff called from the yard next door. "I’ve been meaning to ask about that car I’ve seen in your driveway every night this week."  "Mind your own business." Manny trudged into his garage.  to this one:  "Manny!" Jeff called from his yard next door. "I’ve been meaning to ask about that car I’ve seen in your driveway every night this week.”  Manny approached the hedge between their houses. “It’s been such a relief to get help with Mom. I can finally get some sleep at night.”  In the first, Manny is clearly annoyed by his neighbor’s curiosity. In the second, Manny is more eager to share details and the tone is friendlier.  Dialogue can also reveal setting. The setting, in turn, contributes to the scene’s atmosphere.  In the example above, Manny and his neighbor are both outside in their yards. We know that from the bits of description interwoven between the speakers’ words, specifically, Jeff called from his yard next door and Manny approached the hedge between their houses. (These are **action beats**, which we’ll discuss further below.)  That these men are neighbors and they’re having this exchange over their hedge tells you something about the atmosphere of this scene. If the neighbors were having this conversation after bumping into each other at the grocery store, or if they were talking in Manny’s living room where his mom’s hospice bed was set up in the corner, the atmosphere of the conversation would be quite different. **Function 2: Revealing Characters** A conversation between two or more characters can provide readers with a deeper understanding of those characters than even the most well-written exposition. That’s because effective dialogue draws readers into the characters’ lives by **showing** rather than **telling**.  IMG_256  A few lines of dialogue can disclose a character’s personality, backstory, and relationships with other characters. Great dialogue can reveal a character’s emotions and the way those emotions change over time. It can help the reader understand what motivates your character to act in the ways they do and why they’re after whatever their aim or goal is in the story. **Function 3: Advancing Your Storyline** While dialogue can convey character details, it does double-duty by advancing your storyline.  Plot details the reader didn’t know about yet can be revealed through dialogue, which will contribute to reader anticipation and keep them turning the pages. Dialogue that reveals meaningful and relevant information to help the reader better understand the characters and follow the plot naturally advances your story. | The students take note of the functions of dialogue. | This is to ensure that the students understand the functions of dialogue. |
| **Step II** | ****Why is it Important to learn dialogue writing?****  * It opens the thoughts of a person in an easy and natural procedure. * How English is used in an ordinary and proper way of conversation. * To express our thoughts in easy and natural construction  ****Three steps must be followed to write a good dialogue****  1. Imagine characters and their point of view; to do this, you must have a clear idea of the imaginary people who are taking part in the conversation. 2. Outline must be arranged like writing down briefly the arguments or opinions of each of these characters. 3. Arrange these dialogues in a proper logical sequence   To make a meaningful conversation, we must follow the following characteristics of dialogue writing. | The students rapt attention to the teacher. | For clarity and understanding of the importance of dialogue. |
| **Step III** | **The teacher gives highlights as in;** ****The characteristics of dialogue writing are:****  1. Must be natural and realistic. Direct speech must be included 2. Impetuous 3. Dialogues must be interesting and caring. Special attention should be given to the introduction, and the conclusion should not be dull and boring. 4. Succinct 5. Unprejudiced | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. How can we promote dialogue in communication? 2. What is dialogue? | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on dialogue. | They take note of the instruction. | To enhance the spirit of research in the scholars. |



21/3/2023

Principal Head Instructor

**EMERALD ROYAL INTERNATIONAL SCHOOL.**

**Lesson Plan/Note for Week Eight Ending**

**3rd March 2023**

**Term:** 2nd

**Week:** Eight

**Date:** 3rd March 2023

**Class:** SS1

**Subject:** English Language

**Topic:** Grammatical Structure

**Sub-topic:** Concord and Agreement

**Period:** 1st

**Time:** 8**:**10am – 8:50am

**Duration:** 40 minutes

**Number in class:** 7

**Average age:** 14+

**Sex:** Mixed

**Specific objectives:** By the end of the lesson, the students should be able to:

1. Define concord and agreement.
2. State the importance concord and agreement.
3. Explain the rules of concord and agreement.

**Rationale:** To ensure that the students learn about concord.

**Previous knowledge:** The students have been taught dialogue. **Instructional resources:** Course book, chart showing concord and agreement.

**Reference Materials:** Contemporary English grammar by J. D. Murthy, internet source, etc.

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **SCHOLARS’ ACTIVITIES** | **LEARNING POINTS** |
| Introduction | The teacher begins by asking; What is Concord in English Grammar? Concord in English grammar refers to the agreement between the subject and the verb in the sentence. However, there are many different ways to apply this rule. Here we look at the different types of concord, with examples. We also offer some tips and resources to help you teach concord.  **Concord** is the need for grammatical agreement between the different **parts of speech** in a sentence. The word **concord** comes from the Latin word for agreement.  Concord is needed for our sentences to make sense. All the words in a [sentence](https://www.twinkl.com.ng/teaching-wiki/sentence) need to have the correct relationships to each other, otherwise the sentence just won’t sound right.  While there are nine [parts of speech](https://www.twinkl.com.ng/teaching-wiki/parts-of-speech-in-english) that make up English grammar, only two are absolutely necessary in a sentence: the [verb](https://www.twinkl.com.ng/teaching-wiki/verb) and the subject. For this reason, **concord**in English is sometimes referred to as **subject-verb agreement**. | The students listen to the teacher and respond base on their knowledge of the concept. | To begin the lesson by way of introduction. |
| **Step I** | Let’s take a look at the different **types of concord in English grammar** and examine how each one works. ****Types of concord in English grammar**** There are several different **types of concord in English grammar**. Here are the ones you’re most likely to come across, with examples to demonstrate how they operate. Grammatical concord Grammatical concord is the easiest type of **subject-verb** agreement to grasp, and it’s always the one we learn first. Put simply, it means that if the sentence has a singular subject, it must also have a singular verb. If the subject of the sentence is plural, the verb must be plural, too.  The subject of the sentence is the person, animal or thing doing the action. The subject might be singular or plural. Let’s look at two sample sentences:   * The teacher **speaks** to the class. * The teachers **speak** to the class.   In the first sentence, the subject (the teacher) is singular, so the sentence uses the singular verb ‘speaks’. In the second sentence, there’s more than one teacher, so the plural verb ‘speak’ is used.  Things get a little more complicated when we add an object to the sentence before the verb, as this can sometimes be mistaken for the subject. We have to be careful when we’re looking at these kinds of sentences. For example:   * The books in the cupboard **are** stacked neatly. * The dog in the garden **is** running around.   In the first example, the books are the subject, not the cupboard. Therefore we use the plural verb ‘are’. The subject in the second sentence is singular (‘the dog’), so in this case we use the singular verb ‘is’.  **Grammatical concord with more than one subject**  What happens if there are multiple subjects in a sentence? If there’s more than one subject, these work together as a plural subject, so the verb is plural, like this:   * Jack and Ali **were** caught in the rain.   Because there are two subjects (Jack and Ali) we use the plural verb ‘were’ instead of the singular ‘was’.  However, there are a couple of exceptions to this rule.  The first exception is when both subjects are the same person or thing. For example:   * The largest animal and loudest sea creature **is** the blue whale. * The singer and songwriter **is** Harry Styles.   In both of these cases, the subjects are the same person or animal, so we use the singular verb ‘is’ in both sentences.  The other exception is when two things are always linked together in people’s minds, to the point where, when spoken about together, we think of them as one thing. Here’s an example:   * Fish and chips **is** my favourite dinner.   We always think of fish and chips as one dish, even though they’re different things and can be eaten separately. When we refer to them together, we use the singular verb ‘is’. Proximity concord Proximity refers to the closeness of two things. In the case of sentences, we often show proximity between two subjects by using the correlating [conjunctions](https://www.twinkl.com.ng/teaching-wiki/conjunctions) ‘either / or’ or ‘neither / nor’.  If both subjects are singular, the verb takes the singular form, as in these examples:   * Either the Prime Minister or the Chancellor **is** attending the meeting. * Neither Mary nor her mother **eats** meat.   But, what happens when one subject is singular and the other is plural? In these cases, the verb takes the form of the subject nearest to it in the sentence, like this:   * Either the Prime Minister or other Government ministers **are** attending the meeting. * Neither Mary nor her parents **eat** meat.   Both of these sentences put the plural subject closest to the verb, so the verb takes its plural form in both cases. If we reversed these sentences, so the singular subject was second, the verb would take its singular form (‘Neither Mary’s parents nor Mary **eats** meat’). Notional concord The idea of notional concord relates to [collective nouns](https://www.twinkl.com.ng/teaching-wiki/collective-noun). We use these to refer to a group of people, animals or things. Some examples include:   * class * choir * audience * congregation * team * flock   When we’re using collective nouns, the verb takes its singular form if there is no action being taken in the sentence. If there is action happening, the verb should be plural, as the people or animals in the collective are all taking action as individuals, even if it’s the same action as each other. Let’s take a look at two examples:   * The class **has** the best exam results in the school. * The class **are** sitting at their desks.   In the first example, there is no action being taken - the sentence is simply stating a fact, so the verb here is singular. In the second example, the children in the class are individually taking the action of sitting at their desks, so we use the plural form of the verb. Indefinite pronoun concord [Indefinite pronouns](https://www.twinkl.com.ng/teaching-wiki/indefinite-pronouns) are pronouns that refer to things vaguely rather than specifically. They give us ways to talk about people, things and quantities in abstract terms. Some examples of indefinite pronouns are:   * anything / anyone / anybody * something / someone / somebody * everything / everyone / everybody * nothing / no-one / nobody   When the subject of a sentence is an indefinite pronoun, we always use a singular verb. For example:   * Everyone **is** coming to the party. * Something **has**to be done about this. * Is **anybody**there?  Measurement concord We use all kinds of measurements in our speech and writing, so it’s important to know how to make the verb agree with the measurement we’re describing. If we’re talking about measurements of time, money, amount or distance, we always tend to use a singular verb, even if the measurement is plural. Here are some examples:   * Two weeks **is** not long enough for our Christmas holiday. * Three hundred dollars **is** too much to spend on a concert ticket.   So, whether we’re talking about hours, kilometres or teaspoons, we always use the singular form of the verb.  However, things change when we’re talking about percentages or fractions. In these cases, the verb takes the same form as the subject, like this:   * 50% of the building **is**occupied. * Half the students **are**boys.   In the first sentence, the subject (the building) is singular, so the verb is singular, too. In the second case, the subject (the students) is plural, so the verb takes the plural form.  We should also mention comparative measurements here, such as ‘more than’ and ‘fewer than’. If we’re using these expressions to talk about amounts of something, the verb needs to correlate with the subject, whether it’s singular or plural. For example:   * More than one child **is** singing a solo in the concert. * Fewer than ten days **have** been dry this month.   We can see here that the first example has a singular subject, so the verb is also singular. In the second sentence, which has a plural subject, we use a plural verb. | The students take note of the functions of dialogue. | This is to ensure that the students understand the functions of dialogue. |
| **Step II** | Rule 1 **Subject and verb concord** When the subject in a sentence is singular, the verb should also be singular. For example, **She**(singular subject) **goes**(singular verb), not: **She go** ( plural verb). Also, when the subject is plural, the verb should be plural.  **The girls** (plural subject) **go**(plural verb), not **The girls** (plural subject) **goes**(Singular verb). Rule 2 **Subject and Object concord** When ****everybody or everyone is used, the object must be singular, not plural.****  For example **Everybody** knows **his or her** name, not: **Everybody** knows **their** name. Rule 3 **Mandative subjunctive concord** When **prayer, suggestion, wish, demand, recommendation, or resolution** is used in a sentence, [the verb](https://acadel.org/predicate/) that follows must be **plural, whether the subject is singular or plural.** For example;   1. It has been **suggested** that he **go** not goes away. 2. The board has **Recommend** that the manager **resign** not resigns. 3. I ****pray****that God ****help**** me on my upcoming examination, not God helps.  Rule 4 **The Principle of proximity** This principle states that when there is a list of [nouns or pronouns](https://acadel.org/pronouns/) at the level of the subject, it is the nearest noun or pronoun to the position of the verb that will determine the choice of the verb.  E.g **If James fails his examination, his teachers, his parents, his friends, or John ( ) to be blame.** The correct option to fill that blank space is, ****“is”**** not “are” because, at the subject level, we have ****his teachers****, ****his friends****, ****his parents**** and ****John**** ( four different people). In order to choose the correct verb, we will need to choose the nearest subject to the gap as the subject, which is **John**.  ****Note:**** what makes us consider the only one noun or pronoun used in this sentence is because of the use of “****or.”**** However, if the conjunction used is “****and,”**** all the nouns or pronouns used in the sentence will be considered as the ****subject.**** I’ll explain better when I get to the type of such concord.  Back to James. But if the question comes in this manner, the answer will be different, For example, ****If James fails his examination, his teachers, his parents, his friends, or I ( ) to be blame.****  The correct answer here is ****“am,”****because the pronoun “I” is the nearest subject to the gap, so if “****I”****is the subject, the verb that goes with it, is ****“am.”**** – the 24 rules of concord. Rule 5 **Many – a concord** When **many – a** is used, the verb and the noun that follows must be **Singular** E.g   1. **Many a candidate** (not candidates) **speaks** ( not speak) bad English expressions. 2. **Many a girl** (not girls) **is** (not are) here.   The actual meaning of statements 1 and 2 are ****many candidates and many girls.**** Rule 6 **A pair of concord** When ****“a pair of”**** is used, the verb must be singular.  For example,   1. **A pair** of **trousers** (not trouser) **lies**(not lie) on the bed. 2. **A pair** of scissors **lies** (not lie) on the table.  Rule 7 **National Concord** National concord is also called collective noun concord. A ****collective noun****: is a noun that stands for many [units](https://acadel.org/unit/) that constitute that single word. For example,   1. An audience which means people who watch programs. 2. The congregation, which means worshipers. 3. Clergy which means religion officers. 4. A club, which means the association of members.   So whenever, you use a collective noun, the verb that follows must be a plural verb  For example, ****Club****: is a collective noun for members, so, we can also say, ****members of this association****.   * Our club **meet** ( not meets) ones in a week.   However, in some situations, a singular verb goes with a collective noun. Here is the principle;  If the collective noun performs an****action****, a plural verb follows, but if ****not****, a singular verb follows.   1. **Our Club is** celebrating its twentieth anniversary today. In the above statement, you can see that; **Our Club** performs no action, hence, a singular verb is used. But; 2. **Our Club are** (not is) going on a vacation tomorrow. You can see that; the above sentence is different from the first sentence, here ****the club**** is performing an action****“going****,” hence, we will use a plural verb****(are)**** in compliance with the rule. 3. ****The audience are**** (not is) partial in their judgment of the winner. The answer is****“are”**** because the collective noun (audience) performs an action “judgment.”  Rule 8 **Parenthesis **The** parenthesis** statement is an additional statement to what has already been said before. **Note** A parenthetical statement should not be considered in choosing the verb that will follow.  E.g   1. **The teacher,**not her students **is** in the class. The correct answer is, **is** because ( not her students) is just parenthesis, and parenthesis has nothing to do with choosing the verb. 2. **The manager**, not many of his workers, **is**(not are) here now. **not many of his workers** is just a parenthesis, therefore, the parenthesis should be ignored. The manager is a singular noun, hence a singular verb.  Rule 9 **Accompaniment Concord** When any of these following words are used, the subject of the clause would be the [noun and pronoun](https://acadel.org/pronouns/) that comes before the marker of accompaniment.[topâ†‘](https://acadel.org/concord/" \l "top)  Words like **as much as, alongside, as well as, together with, no less than, in association with, including, like, with, and in collaboration with, etc**   1. Example 1 Mary, ****as well as****her friends, ****is**** ( not are) beautiful. The answer is, “****is”**** because ****mary**** is the noun that comes before ****as well as****, hence mary is the subject and it is a singular noun hence a singular verb. 2. Example 2 The little kids ****alongside**** their parents ****are**** (not is) here. The answer is ****are****not ****is**** because ****the little kids**** come before ****alongside****. The subject is plural hence a plural verb.  Rule 10 **More than concord** When ****more than**** is used, the word or number that comes after ****more than**** will determine the next verb. For example   1. More than **two apples** are ( not is) here. 2. More than **one oranges** is (not are) here.   In the first statement, the answer is **“are”** not **is** because two attracts are but in the second statement, the correct option is, **“is”**not **are** because one attracts is. ****Note****: Do not think because ****more than one means at least two****, that you will use a plural verb after, no, you will use a singular verb – the 24 rules of concord. Rule 11 **Indefinite pronoun concord** When any of the following words are used, you should use a **Singular verb** Such words as;**Everybody, everything, everyone, everywhere, no one, nothing, nobody, nowhere, something, someone, somebody, anyone, anything, anybody, anywhere and each.** the next verb must be singular.  For example   1. Nothing **goes** ( not go). 2. Everybody **likes**(not like) him. 3. Everybody**thinks**(not think) he stole the money.  Rule 12 **Relative Concord** When **who, whose, which and that** refers to a previously mentioned noun or pronoun, such [noun](https://acadel.org/pronouns/) is a **Relative noun**  Example:   1. One of the farmers who **plant**(not plants) on the farm**has**(not have) been asked to withdraw. | The students rapt attention to the teacher. | For clarity and understanding of the importance of dialogue. |
| **Step III** | **The teacher gives highlights as in;** Rule 13 **Uncountable nouns of concord** Countable nouns are nouns that can be quantified in units and numbers, that is, are nouns that can be counted. E.g chairs, tables, phones, and so forth.  Uncountable nouns are nouns that cannot be quantified in units and numbers. E.g water, information, equipment.  **Note**all uncountable nouns will avoid **“s**” at the back. It is wrong to use any of these words below; E.g **informations, clothes, equipments, furnitures, machineries, datas, advices, evidences, wealths, and so forth.** Instead, you say **a piece of, information, evidence, data, cloth, equipment, advice, etc** It is wrong to say**machineries** instead, you say a machine or two machines.  Other examples of nouns that attract plural verbs are;   1. The police **work hard** (not works), but, that **policeman** (not policemen) **works**(not work) hard. **police and policemen** are collective nouns that is why they attract a plural verb from the seventh rule. But **policeman** is not collective noun but a singular noun, hence a singular verb 2. The **headquarters look** (not looks) palatial. 3. **Cattle give** (not gives) bad odor, and a cow gives bad odor. 4. **Aircraft make** (not makes) traveling easier but, that **chopper, airbus, or airplane makes traveling** easier.   All the four examples attract plural verb because the subject in each example is a collective noun. Rule 14 **Pluralia tantums** Pluralia tantum are nouns that come in plural forms. Some of these words have final “*****s”*****, while some do not. However, whenever any of the following forms appear, it must be followed by a singular verb.   1. **School Subject: [Mathematics](https://acadel.org/category/pure-sciences/mathematics/), [Economics](https://acadel.org/category/management-sciences/economics/), Civics, [Physics](https://acadel.org/category/pure-sciences/physics/),**Statistics, and so forth. You can see that all of the words end with**“**s”**** but it does not show plurality. 2. **Games: Darts, Snakes and Ladders, Draughts, Billiards, Bowls and Skittles, and so forth**, all end with “**s”**but do not show plurality. 3. **Diseases: Measles, Tuberculosis, Shingles, Mumps, and so on**, all end with “**s”** but do not show plurality. 4. **Others: titles, news, series, means**, and so forth.   Examples,   1. The series of incidents makes (not make) me shudder. 2. The means of transport hastens (not hasten) traveling.   **Note:** There are some nouns that do not appear as singular at all but as plurals and they often attract plural verbs.  Such words are: **Funds (money), annals, spirits, surroundings, guts, earnings, arms (weapons), auspices, the middle ages, entrails, bowels, quarters ( headquarters), banns, means, holidays, stars, suds, wages, thanks, riches, writs, savings, remains, ashes, goods ( product), arrears, outskirts, pains, particulars, fireworks**, and so forth.  All these **nouns not verbs** cannot appear without **“s”** and, hence they attract **plural verbs**  Examples:   1. His **manners are** (not is) good 2. **The remains** (corpse) of the boy**have** ( not has) been buried.  Rule 15 **Double title subject concord** When two subjects are joined together by “**and”** but the two subjects refer to**only one person or thing**, a**singular verb**should be used.  Example:   1. **Our principal and mathematics teacher knows** me.   In the above sentence, ****our principal and mathematics teacher**** is not two different people but, **our principal is also our mathematics teacher**, hence the subject is our principal, and it is a singular noun, hence, singular verb.  **Consider this example:,**   1. **Our principal and the mathematics teacher.**   This is quite different from the first sentence because the principal and the mathematics teacher are two different subjects because of the use of “**the” Mathematics teacher** Hence, in this second sentence, you use a plural verb – the 24 rules of concord. Rule 16 **Co-ordinate concord** When two subjects are joined together by**and**, the verb to be used should be plural.  Examples:   1. James and John **are** (not is) here. 2. Elizabeth and Johnson **know** (not knows) me.  Rule 17 **Categorization concord** When a **collective name,** denoting category **(not a collective noun)** is used, the verb to be used must be plural.  Categories like:**the poor, the rich, the wealthy, the successful, the gifted, the weak, the young in spirit, the handicapped, the helpless, and so forth. The verb to be used should be plural.**  Examples:   1. The poor **need help** (notÂ helps or needs) from the government. 2. The young **are** (not is) disobedient. 3. The weak **are** (not is) left to their fates.  Rule 18 **Plural number concord** When amount or [unit](https://acadel.org/unit/) is mentioned in a statement, units such as five thousand, three hundred, percent, twenty meters, five times, and so on. The next verb must be singular.  Examples:   1. Two pounds of flour **is**(not are) too few to bake a cake. 2. Ten percent of my earnings **goes** (not go) to my wife.  Rule 19 **Mathematical facts** When [mathematical facts](https://acadel.org/category/pure-sciences/mathematics/) are used, such as subtraction, multiplication, addition, division, and so forth, are used, the verb will be any of **Singular and plural**, that is, a singular or plural verb can be used when mathematical facts are used.  Examples:   1. Ten plus ten **is or are** ( are and is are both correct) twenty. 2. Ten multiplied by two is or are twenty.   Both singular and plural are correct. Rule 20 **Every + plural number concord** When **every precedes a plural, the next verb is plural.**  Examples:   1. **Every ten liters of oil bought come**(not comes) with a bonus of an extra liter.   But when **“every”** appears without any plural number, the verb is singular.  Examples:   1. **Every boy** (not boys) likes girls. 2. **Every man** (not men) likes football.   Whenand joins two or more subjects with every or each, the verb should be singular.  Examples:   1. Every man and woman **speaks** ( not speak) good English here. 2. Every student and teacher**comes** ( not come) to school early – the 24 rules of concord.  Rule 21 **Most or much concord** When **most** is used, the verb will either be singular or plural, depending on whether the referent is a **countable or uncountable noun**,  Examples:   1. Most of the boys (countable noun) **are** tall. 2. Most of the time (uncountable noun), John **has**(not have) always been there for her.   When **Much**is used in a statement, the verb to be used must be singular.  Examples:   1. Much of the water **has** (not have) been spilled.  Rule 22 **All concord** Whenall appears, it means either everything or all the people. When all means everything, the verb to be used should be **Singular** but when all means all the people, the verb to be used should be**plural**.  Examples:   1. All are already seated in the hall. In the above sentence, “All” means **all the people are already seated in the hall** hence a plural verb. 2. But; All **is** well with me. In the above sentence, “****All”**** means**everything is well with me** hence a singular verb.   When **all but**is used, the following verb should be **plural** Example:   1. All but John**are**(not is) on the bus. That means, only John is absent.  Rule 23 **Either or neither concord** When**either or neither** joins two singular nouns together, the following verb should be **Singular**.  Examples:   1. Either John or Jackson **knows** (not know) me. 2. Neither Mary nor her friend **was** (not were) here.   But, when**either or neither** joins two subjects (one singular and the other plural), the verb should be chosen by considering the nearer of the two subjects.  Examples:   1. Either James or his friends**know** me.   You can see that the word “friends” is nearer to the verb gap than it is near James.  These rules also apply, when “**but or but even**” joins two subjects.  Examples:   1. Not only Sola but even teachers**laugh** in school. 2. Not Lawrence but James speaks good English.   You can see that the word James is nearer to the verb gap than it is near Lawrence, hence, you use singular verb. Rule 24 **Each and one of concord When each appears in**concord, **a singular noun + a singular verb** will be chosen.  Example:   1. Each **boy** (not boys) has a car.   But, when “**each of or one” of** appears, the next noun should be plural but the next verb should be singular. Example:   1. Each of the candidates (not candidate) **stands** (not stand) a good chance to win a scholarship.   We have come to the end of today’s class session on the 24 rules of concord. | The students listen to the teacher’s explanation. | To enable the students understand the lesson. |
| **Summary** | The teacher gives a board summary of the lesson. | They copy the summary into their notebooks. | For reference purpose. |
| **Evaluation** | The teacher evaluates the students by giving them the following classwork.   1. What is concord? 2. State four rules of concord. | The students solve the classwork in the exercise books. | To ascertain the students level of understanding of the lesson. |
| **Conclusion** | The teacher marks and makes correction of the classwork on the board. | The students copy the correction | To better their understanding of the lesson. |
| **Assignment** | Read more on concord. | They take note of the instruction. | To enhance the spirit of research in the scholars. |



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