



## Lesson Plan For Lesson 4



40 min

**Theme: Our Classroom**

**Focus: Questions Using 'Whose'**

### Lesson Objectives

Students are able to

1. identify items that they commonly bring to school,
2. complete questions using 'Whose' and other question words,
3. form questions using 'Whose'.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Picture cut-outs of items and people found in a classroom
3. Writing paper or an English exercise book

### Introduction / Warm-up Activity (5 min)

1. Ask a student for an item such as his lunchbox from his school bag. Show the item to the class and ask, "Whose lunchbox is this?"
2. Encourage the students to answer in a complete sentence.

*Example:*

- It is Jim's lunchbox.

3. Repeat this activity as many times as possible using different items. You may want to use more than one of the same item at a time to enable the students to answer questions in the plural form.

*Example:*

- These are Jack's erasers.

4. Write the questions and answers on the board.

### Lesson (15 min)

#### Questions Using 'Whose'

1. Explain to the students that we use 'Whose' when we want to find out the owner of an item.
2. Highlight to them that the answer will contain a possessive noun such as 'Tom's', 'Ann's' etc.
3. Using the questions and answers on the board, highlight the same words that are repeatedly used in the questions and answers.

*Example:*

- Whose books are these?

Show the students that the answer will have ‘these’, ‘are’ and ‘books’ as well.

**Example:**

- These are Jane’s books.
4. Review other question words and how they are used. Provide examples of the different question words. Using the people and things in the classroom, encourage the students to ask and answer questions using all the question words including ‘Whose’.

**Examples:**

- Where is John? He is at the back of the classroom.
- What are these? These are rubber bands.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 13 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 7, pages 14 – 15** on their own.
3. Facilitate the students’ learning by walking around to check their answers.

### **Additional Activities / Closure (10 min)**

1. Divide the students into pairs. Give each pair some of the picture cut-outs.
2. Get them to think of questions using ‘Whose’ and other question words based on the picture cut-outs given to them.
3. Get the students to write the questions and answers on writing paper or in their English exercise book.

### **Optional Activities**

1. Ask the students to complete **Exercise 8 and 9, pages 16 – 17** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to work in pairs. One person takes on the role of a police officer interviewing a suspect and the other person takes on the role of the suspect.
4. Prompt them by giving them examples of what a police officer will want to know.

**Examples:**

- Where were you last night?
  - Whose wallet is this?
5. Encourage the students to role-play in class.