



## Lesson Plan For Lesson 5



40 min

**Theme: Things We Collect**

**Focus: Possessive Pronouns (Singular) – ‘Mine’, ‘Yours’, ‘His’ and ‘Hers’**

### Lesson Objectives

Students are able to

1. identify common items people collect,
2. complete sentences using the correct singular possessive pronoun.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Items that are commonly collected (You may bring what you collect as a hobby, tell the students to bring what they collect or just use pictures for convenience.)
3. A piece of conversation among several children on the things that they collect with the possessive pronouns missing

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

1. Show the students one of the items people usually collect and form a sentence about it using the correct possessive pronoun. If the item belongs to a particular person in class or if it belongs to you, you may want to form sentences with the focus on using possessive pronouns.

*Examples:*

- I have been collecting coins for the past year. These coins are mine.
  - I have been collecting coins for the past year. These are mine.
2. If pictures are used, come up with the names of people that these items belong to so that the students can use the correct possessive pronouns.
  3. Repeat this activity as many times as possible.
  4. Write the sentences on the board. Underline the possessive pronouns.

### Lesson (15 min)

#### **Possessive Pronouns (Singular) – ‘Mine’, ‘Yours’, ‘His’ and ‘Hers’**

1. Explain to the students that we use ‘mine’, ‘yours’, ‘his’ and ‘hers’ to show who owns something.

2. Highlight to the students that the verb 'to be' is used before these pronouns. The form of the verb depends on the tense of the sentence as well as the number and type of items the sentence is about. Use the examples on the board to illustrate this.
3. Show the students the piece of conversation among several children on the things that they collect with the possessive pronouns missing. Get the students to complete the conversation. They can also choose to role-play the situation.
4. You may want to bring their attention to the different ways the other pronouns are used.

*Example:*

- 'I', 'me' and 'mine'

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

1. Refer the students to **page 19 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 10 and 11, pages 20 – 22** on their own.
3. Facilitate the students' learning by walking around to check their answers.

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

1. Ask the students to turn to **page 24**. Get them to use the space on the page to form sentences using 'mine', 'yours', 'his' and 'hers'. You may want to tell them to write two sentences for each pronoun to set the context.

*Example:*

- I bought that book last week. It is mine.
2. Get the students to read their sentences to the class or to their partner.

### **Optional Activities**

1. Ask the students to complete **Exercise 12, page 23** 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 the students to draw pictures on everyday items such as things they read, things they wear or stationery they use. You may also want them to look for these pictures in newspapers or magazines or print these pictures from the computer. Then get the students to write about these pictures using possessive pronouns.