

**Theme: Things We Do On Our Own****Focus: Emphatic Pronouns – ‘Myself’, ‘Yourself’, ‘Himself’, ‘Herself’, ‘Yourselves’, ‘Ourselves’ and ‘Themselves’****Lesson Objectives**

Students are able to

1. identify different activities that they are able to do without help,
2. complete sentences using the correct emphatic pronoun,
3. rewrite sentences using the correct emphatic pronoun.

**Resources***(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 4
2. Strips of paper with a word on each of them (Words can be combined to form sentences with emphatic pronouns. 5 sentences per set for each pair of students in the class.)
3. Envelopes for each pair of students in class to put the strips of words in

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

1. Ask the students about things they are able to do independently.

*Example:*

- Who can tie his shoelaces himself?

2. When students raise their hands, construct a sentence using the correct emphatic pronoun.

*Examples:*

- Peter can tie his shoelaces himself.
- John and Peter can tie their shoelaces themselves.

3. Write the sentences on the board. Underline the nouns and the emphatic pronouns in the sentences.

**Lesson (10 min)****Emphatic Pronouns – ‘Myself’, ‘Yourself’, ‘Himself’, ‘Herself’, ‘Yourselves’, ‘Ourselves’ and ‘Themselves’**

1. Explain to the students that emphatic pronouns refer back to the nouns or pronouns in a sentence to emphasize that it is that noun or pronoun doing the action.
2. Direct the students to **pages 19 – 20 of Learning Grammar Workbook 4**. Read the examples to them.

3. Explain clearly the singular and plural nouns that match the personal pronouns. Bring the students' attention to the use of 'yourself' and 'yourselves' and 'themselves' and 'ourselves'.
4. You may want your students to turn to their partner and ask the partner to name one thing he can and cannot do independently.
5. Let your students share their findings with the class.
6. Write the sentences on the board.

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

1. Let the students complete **Exercise 12 and 13, pages 21 – 22** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want your students to underline the nouns or pronouns in the sentences that give them clues as to which emphatic pronoun to use.

### **Additional Activities / Closure (15 min)**

1. Divide the class of students into pairs. Direct them back to **page 20**.
2. Give them the envelopes with the strips of paper. Get them to rearrange the words on each strip of paper to form five different sentences. Instruct them to write the sentences in their books. Tell them that there are different ways to form the sentences, so the answers vary.
3. Facilitate the students' learning by walking around to check their sentences.

### **Optional Activities**

1. Ask the students to complete **Exercise 14 and 15, pages 23 – 24** 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 to go through the example and one question in **Exercise 14** in class before your students do the exercise at home.
4. You may want your students to work on a project that they can do on the computer and present their work as a slide show to the class. Get them to research on people with disabilities who are able to perform certain activities on their own. Get them to insert pictures of these people to make their presentations more interesting.
5. You may want to tell your students how to search for the information, pictures or even video clips for their presentation. Remind them to write sentences using the correct emphatic pronouns.

#### **Example:**

- This man can paint pictures himself.

Alternatively, higher ability students can write longer sentences.

#### **Example:**

- This man has no arms but he can paint pictures himself.