



## Lesson Plan For Lesson 16



40 min

**Theme: Making a Choice**

**Focus: The Pronouns – ‘One’ and ‘Ones’**

### Lesson Objectives

Students are able to

1. talk about different choices made using ‘one’ or ‘ones’,
2. complete sentences using ‘one’ or ‘ones’,
3. rewrite sentences using ‘one’ or ‘ones’.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 5
2. Small items such as marbles, pencils etc
3. A bag to place these items
4. A dialogue that contains mistakes in the use of ‘one’ and ‘ones’

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

1. Place two almost similar items on the table so that the whole class can see them. Call on a student and ask him to select an item from the table. Ask the student to make a choice by asking him a question.

**Example:**

- Do you want the strawberry sweet or the chocolate one?
2. Repeat this activity using other items and calling on other students to make their choices.
  3. Write the answers on the board and show the link between the correct noun and the pronoun.

### Lesson (10 min)

#### The Pronouns – ‘One’ and ‘Ones’

1. Refer the students to **page 89 of Learning Grammar Workbook 5**. Get them to read the examples.
2. You may want to review what pronouns are.
3. Provide as many examples as possible.
4. Tell the students that they are going to pick an item from a bag. They have to form a question or a statement using the item they have picked. Let the students give two sentences – singular and plural. If they pick a marble, they can say, “I like the red marbles but not the blue ones.”/“I decided to use the green marble to play the game and not the orange one.” They can also form questions.

5. Write the sentences on the board.

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

1. Let the students complete **Exercise 49 and 50, pages 90 – 92** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want to go through one question for **Exercise 50** with the students before they do the questions on their own. You may want the students to highlight the word in the original sentence that can be removed.

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

1. Invite several students to act out a dialogue. Let them read from the script. It contains mistakes in the use of 'one' and 'ones'. The rest of the students have to spot the mistakes. Encourage them to take notes and only ask them what the mistakes are when the skit is over.
2. You may also want to extend this activity by having them work in pairs to think of a conversation that could take place when they are shopping or at a restaurant.
3. Let them share their conversation with the class.

### **Optional Activities**

1. Direct your students to **page 89**. You may want them to write similar sentences based on the examples given on the page.
2. You may also want them to use 'one' as a determiner and a pronoun.
3. Let them share their sentences with the class.
4. You may want to divide the class of students in pairs. Get each person to come up with a list of questions. They can then exchange the questions with their classmates and complete them by answering the questions. You may want to check that the sentences have been correctly phrased before the students work on them.