



# Lesson Plan For Unit 5 (Part 2)



## Theme: This Is Home

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Possessive adjectives (1)</li> <li>• Prepositions (2)</li> </ul>	Opposites (adjectives)	Answering questions based on a chart	Completing a short passage

### Lesson Objectives

Students are able to

1. use the possessive adjectives 'your', 'his', 'her', 'our', 'their' and 'my' to show ownership,
2. understand that possessive adjectives are placed before the nouns,
3. study a chart and answer questions based on it.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Different types of clothes in a box
3. Picture cards of at least three members in a family
4. Blu tack
5. Chairs
6. Word cards with 'your', 'his', 'her', 'our', 'their' and 'my' written on them

### Introduction / Warm-up Activity (10 min)

1. Introduce your family members to the class by sticking picture cards on the whiteboard. Write the names of your family members (e.g. Mr Dawson (father), Kathy (sister)) under each picture card. Place a chair below each picture card so that you can use it to hang the clothes over later on.
2. Next, show the class the box of clothes that you have. Tell them that you are going to do some laundry for the family. Lift each set of clothing out of the box and show it to the class. Get the class to guess who wears the set of clothes. So, if you lift a shirt, the students might guess that it belongs to your father. Write the clothing item 'shirt' below the correct picture card and drape the shirt over the chair. Do the same for the other sets of clothing.

### Lesson (20 min)

1. Once the sets of clothing are sorted out, point to the shirt and tell the students that it is your father's shirt.

*Example:*

- This shirt belongs to Mr Dawson. It is his shirt.

Write the sentences s on the whiteboard and underline the possessive adjective. Model the same sentences with the other sets of clothing for possessive adjectives 'her', 'my', 'our' and 'their'.

2. For possessive adjective 'your', point to your set of clothing and ask the class if they knew whose T-shirt it belongs to. The students will say that it is your T-shirt. Write the sentence on the whiteboard and underline the possessive adjective.

*Example:*

- This T-shirt belongs to you. It is your T-shirt.

- Go through the sentences written under each picture card. Emphasise to the students that the subject pronoun in the sentence must correspond to the possessive adjective to show ownership of something. Draw arrows to show this for the other sentences as well so that students can make the connection.

**Example:**

- This pyjamas belongs to Mrs Dawson. It is her pyjamas.
- Draw a chart with two columns on the whiteboard. Write 'Subject Pronoun' and 'Possessive Adjective'. Write 'I', 'You', 'He', 'She', 'They' and 'We' under 'Subject Pronouns' and elicit from the students the possessive adjectives for each of subject pronouns are (i.e. 'my', 'your', 'his', 'her', 'their' and 'our' and 'my'). Let the students to raise their hands to get a chance to stick the correct word card next to the corresponding subject pronoun.

### Additional Activities / Closure (15 min)

- Go around the class and pick some things that belong to the students. Ask the class whose thing it belongs to. Ensure that the class is able to answer your questions using all the possessive adjectives learnt in the lesson. For the possessive adjective 'your', you may need to ask a student to choose an item of his and ask the class directly who it belongs to.

**Example:**

- These are their school bags. / This is her pencil. / It is your ruler.
- Tell the students to turn to **pages 25 – 26 of Learning English Workbook 1**. Review the 'Read and Learn' section on **page 25**. Read the instructions with the class. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a

### Homework

- Ask the students to complete **pages 28 – 29** as homework. Go through the chart on **page 28** with the students and ensure that the students understand how to read the information through class discussion. You may wish to go through at least two of the questions to show the students how to do.
- Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

- Get the students to write a short story about losing a favourite toy and trying to find it. Make sure they use all the possessive adjectives learnt in the lesson. Give them the first sentence to help them along. Tell the students to be creative.

**Example:**

- I cannot find my teddy bear. My father asks, "Where did you put your teddy bear?" ...