

**Teacher:** Ms. Aymen I. Chaudhry (Emaan)

<b>Subject:</b> English	<b>Level:</b> Beginner	<b>Topic:</b> Possessive Pronouns
<b>Course/Programme:</b> TEFL	<b>Resources:</b> Projector, Whiteboard, Markers, PPT, Cut-out sentence cards, Flash cards, Paper, Pencils & Worksheet	<b>Duration:</b> 45 minutes

<b>Target Language:</b> English	<b>Strategy:</b> Peer & Group work
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<p><b>General Objectives:</b> By the end of this lesson the students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and define <i>possessive pronouns</i> (who or what owns or possesses).</li> <li>- Learn and demonstrate understanding of <i>possessive pronouns</i>.</li> <li>- Write descriptive sentences using <i>possessive pronouns</i>.</li> <li>- Formulate questions using <i>possessive pronouns</i> and answer them.</li> </ul>	<p><b>Specific Objectives:</b> By the end of this lesson , the students will be able to:</p> <ul style="list-style-type: none"> <li>- Review a <i>possessive pronoun</i>.</li> <li>- Match the pictures with relevant sentence cards.</li> <li>- Create simple sentences using <i>possessive pronouns</i>.</li> <li>- Apply the learned skill in the worksheet provided.</li> </ul>
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<p><b>Anticipated Problem(s):</b> <i>Students:</i> - The lesson is too complex for the students and runs slower than expected.</p> <ul style="list-style-type: none"> <li>- The lesson is too easy/boring for the students and runs faster than expected.</li> </ul> <p><i>Teacher:</i> Absence of a projector or the projector does not work.</p>	<p><b>Solution(s):</b> <i>Students:</i> - Allocate more time for discussion with peers to ensure the students get their puzzles right.</p> <ul style="list-style-type: none"> <li>- Provide the students with an additional activity to solve in the classroom.</li> </ul> <p><i>Teacher:</i> Use the whiteboard to proceed with the lesson.</p>
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<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Read puzzle strips (cut-out sentence cards) to form meaningful sentences. (<i>Reading</i>)</li> <li>- Match puzzle strips to produce meaningful sentences. (<i>Writing</i>)</li> <li>- Question peers to find the other half of the puzzle to complete a sentence. (<i>Listening and Speaking</i>)</li> </ul>	<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>- Students may have forgotten or struggle to remember all previously taught <i>pronouns</i>.</li> </ul>
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<b>Procedure:</b>	<b>Phase</b>	<b>Timing</b>	<b>Interaction</b>
<i>Warm-up</i>			
<ul style="list-style-type: none"> <li>• Review '<i>pronouns and kinds of pronouns</i>' with examples from the previous lesson.</li> </ul>	Engage	2 mins	T – Ss
<ul style="list-style-type: none"> <li>• Display flash cards and encourage them to describe the picture.</li> </ul>	Activate	3 mins	T – Ss
<i>Lesson Introduction</i>			
<ul style="list-style-type: none"> <li>• Introduce the lesson '<i>possessive pronouns</i>' in their elicited questions using their answers from the previous activity. The objective is to understand and classify <i>possessive pronouns</i>.</li> </ul>	Engage	2 mins	T – Ss
<ul style="list-style-type: none"> <li>• Ask the students to make a list of things that they <i>possess</i>. e.g. I have a blue pen. I have a pet rabbit. I have storybook.</li> </ul>	Activate	3 mins	T – Ss
<ul style="list-style-type: none"> <li>• Explain what <i>possessive pronouns</i> are (who or what owns or possesses. e.g. <i>my, mine, your, yours, her, hers, our, ours, his, their, theirs and its</i>).</li> <li>• Inform the students on how to apply <i>possessive pronouns</i> in sentences (<i>his</i> and <i>its</i> are used alone and before <i>nouns</i>).</li> </ul>	Engage	5 mins	T – Ss
<i>Presentation</i>			
<ul style="list-style-type: none"> <li>• Display a ppt eliciting the concept with examples.</li> </ul>	Engage	5 mins	T – Ss
<i>Practice</i>			
<ul style="list-style-type: none"> <li>• Drill and obtain new sentences using <i>possessive pronouns</i>.</li> <li>• Have students review their writing to see if they can add <i>possessive pronouns</i> to their work.</li> <li>• Encourage students to give examples of their own.</li> </ul>	Engage	10 mins	T – Ss

<i>Production</i>			
<ul style="list-style-type: none"> <li>Divide the class into <i>three (3) or four (4)</i> groups and ask each group to write a paragraph describing their interests and hobbies. Students may use cut-out sentence cards as reference. Each group then presents their work.</li> </ul>	Activate	10 mins	Ss – Ss
<i>Activity</i>			
<ul style="list-style-type: none"> <li>Provide the students with worksheets to solve. The students will write a suitable <i>possessive pronoun</i> according to the pictures given. This will be done individually by the students. Teacher will just monitor the work. Once done check and discuss answers with the whole class.</li> </ul>	Activate	5 mins	Ss – Ss
Assessment		Evaluation	
Classroom Assignment(s): <ul style="list-style-type: none"> <li>Assess their knowledge by group and individual work and hearing how they use <i>possessive pronouns</i>.</li> <li>Worksheets.</li> <li>Class Participation.</li> </ul>		<ul style="list-style-type: none"> <li>Checklist</li> <li>Rubric ✓</li> <li>Mark Scale ✓</li> <li>Observation ✓</li> </ul>	
Homework Assignment(s): <ul style="list-style-type: none"> <li>Describe a given picture using <i>possessive pronouns</i>.</li> </ul>			
Multi-level Students			
<ul style="list-style-type: none"> <li><b>Below Level Ss:</b> Provide Ss with short stories. Work with them to define and identify the <i>possessive pronouns</i>.</li> </ul>			
<ul style="list-style-type: none"> <li><b>On Level Ss:</b> Encourage Ss to identify and classify different <i>possessive pronouns</i>.</li> </ul>			
<ul style="list-style-type: none"> <li><b>Above Level Ss:</b> Encourage Ss to write a short story using interesting <i>possessive pronouns</i> in it.</li> </ul>			
Wrap-up		Reflection	
<ul style="list-style-type: none"> <li>What are the <i>possessive pronouns</i>? Give some examples.</li> <li>Summarize the lesson by asking students their thoughts on the lesson, and were they able to understand and identify the <i>possessive pronouns</i>. Collect their sentences to assess their knowledge of <i>possessive pronouns</i>.</li> </ul>		<ul style="list-style-type: none"> <li>Students with great interest were able to understand the <i>possessive pronouns</i> and enjoyed doing the activities.</li> </ul>	

**Date:** 26-05-2015