

Teacher: Ms. Aymen I. Chaudhry (Emaan)

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

Target Language: English	Strategy: Peer & Group work
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<p>General Objectives: By the end of this lesson the students will be able to:</p> <ul style="list-style-type: none"> - Identify and define <i>possessive pronouns</i> (who or what owns or possesses). - Learn and demonstrate understanding of <i>possessive pronouns</i>. - Write descriptive sentences using <i>possessive pronouns</i>. - Formulate questions using <i>possessive pronouns</i> and answer them. 	<p>Specific Objectives: By the end of this lesson , the students will be able to:</p> <ul style="list-style-type: none"> - Review a <i>possessive pronoun</i>. - Match the pictures with relevant sentence cards. - Create simple sentences using <i>possessive pronouns</i>. - Apply the learned skill in the worksheet provided.
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<p>Anticipated Problem(s): <i>Students:</i> - The lesson is too complex for the students and runs slower than expected.</p> <ul style="list-style-type: none"> - The lesson is too easy/boring for the students and runs faster than expected. <p><i>Teacher:</i> Absence of a projector or the projector does not work.</p>	<p>Solution(s): <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"> - Provide the students with an additional activity to solve in the classroom. <p><i>Teacher:</i> Use the whiteboard to proceed with the lesson.</p>
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<p>Skills:</p> <ul style="list-style-type: none"> - Read puzzle strips (cut-out sentence cards) to form meaningful sentences. (<i>Reading</i>) - Match puzzle strips to produce meaningful sentences. (<i>Writing</i>) - Question peers to find the other half of the puzzle to complete a sentence. (<i>Listening and Speaking</i>) 	<p>Assumptions:</p> <ul style="list-style-type: none"> - Students may have forgotten or struggle to remember all previously taught <i>pronouns</i>.
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Procedure:	Phase	Timing	Interaction
<i>Warm-up</i>			
<ul style="list-style-type: none"> • Review '<i>pronouns and kinds of pronouns</i>' with examples from the previous lesson. 	Engage	2 mins	T – Ss
<ul style="list-style-type: none"> • Display flash cards and encourage them to describe the picture. 	Activate	3 mins	T – Ss
<i>Lesson Introduction</i>			
<ul style="list-style-type: none"> • 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>. 	Engage	2 mins	T – Ss
<ul style="list-style-type: none"> • 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. 	Activate	3 mins	T – Ss
<ul style="list-style-type: none"> • 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>). • 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>). 	Engage	5 mins	T – Ss
<i>Presentation</i>			
<ul style="list-style-type: none"> • Display a ppt eliciting the concept with examples. 	Engage	5 mins	T – Ss
<i>Practice</i>			
<ul style="list-style-type: none"> • Drill and obtain new sentences using <i>possessive pronouns</i>. • Have students review their writing to see if they can add <i>possessive pronouns</i> to their work. • Encourage students to give examples of their own. 	Engage	10 mins	T – Ss

<i>Production</i>			
<ul style="list-style-type: none"> 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. 	Activate	10 mins	Ss – Ss
<i>Activity</i>			
<ul style="list-style-type: none"> 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. 	Activate	5 mins	Ss – Ss
Assessment		Evaluation	
Classroom Assignment(s): <ul style="list-style-type: none"> Assess their knowledge by group and individual work and hearing how they use <i>possessive pronouns</i>. Worksheets. Class Participation. 		<ul style="list-style-type: none"> Checklist Rubric ✓ Mark Scale ✓ Observation ✓ 	
Homework Assignment(s): <ul style="list-style-type: none"> Describe a given picture using <i>possessive pronouns</i>. 			
Multi-level Students			
<ul style="list-style-type: none"> Below Level Ss: Provide Ss with short stories. Work with them to define and identify the <i>possessive pronouns</i>. 			
<ul style="list-style-type: none"> On Level Ss: Encourage Ss to identify and classify different <i>possessive pronouns</i>. 			
<ul style="list-style-type: none"> Above Level Ss: Encourage Ss to write a short story using interesting <i>possessive pronouns</i> in it. 			
Wrap-up		Reflection	
<ul style="list-style-type: none"> What are the <i>possessive pronouns</i>? Give some examples. 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>. 		<ul style="list-style-type: none"> Students with great interest were able to understand the <i>possessive pronouns</i> and enjoyed doing the activities. 	

Date: 26-05-2015