



Theme: Celebrations

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Possessive adjectives (2) • Adjectives • The present continuous tense (3) 	Festivals	Answering questions based on a passage	Writing a story based on pictures using helping words and questions

Lesson Objectives

Students are able to

1. use the possessive adjectives 'my', 'your', 'her', 'his', 'our' and 'their' to show possession,
2. use suitable adjectives to describe nouns,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Items associated with different festivals – have a pair of similar items but different in size, colour, shape, etc
3. A list of 6 sentences that the students have to fill possessive adjectives in
4. Bingo cards (6 x 6 grid)
5. A bag

Introduction / Warm-up Activity (10 min)

1. Show the students two different lanterns. Ask them what they are and for which festival they are used.
2. Get them to tell you more about each lantern by describing their physical properties.

Example:

- red, big, small, old, new, expensive, cheap, beautiful, etc .

Write the descriptive words for each lantern on the whiteboard.

Lesson (20 min)

1. Pointing to the words on the whiteboard, tell the students that you have showed them two lanterns but they have come up with many descriptive words to tell you more about them. Tell the students that the words that they have come up with are called adjectives. Adjectives are used to tell more about a noun, so that others can imagine or see what the thing they are talking about more clearly and vividly.
2. Show the students two different sets of costumes worn on different festivals. Get the students to describe each costume.

Example:

- a new costume, a silk costume, a green costume, etc.

Write the students' responses on the whiteboard. Underline the adjectives in each phrase.

3. Show the students a pair of shoes. Tell them that it belongs to you and you wore them during Chinese New Year.

Example:

- I wore my shoes during Chinese New Year.

Underline the possessive adjective 'my' and circle the noun 'shoes' in the sentence. Explain to the students that a possessive adjective is used to show possession and a noun usually follows behind it. You may want to add an adjective to the noun 'shoes' to show the students how to be more creative and interesting their sentence.

Example:

- I wore my new shoes during Chinese New Year.

4. Pass a different red packet to a student and tell him to put it in his pocket. Tell the class what the student has done.

Example:

- He put his red packet in his pocket.

Explain to the students that 'his' is a possessive adjective because it shows possession (that the red packet belongs to the student who is a male). Ask the class to find the nouns in the sentence ('red packet' and 'pocket'). You may want to use other items that the students have to illustrate the other possessive adjectives to the class.

Additional Activities / Closure (15 min)

1. Put the students into pairs. Provide each pair with a Bingo card. Get the students to write down the 6 possessive adjectives into any of the 6 boxes. Ensure that each box has a different possessive adjective. Next, show the students a set of sentences, one by one. Get them to fill in the blank in the sentence by choosing the correct possessive adjective. Then, the students have to cross out the possessive adjective on their Bingo card. The first pair who gets a row of three possessive adjectives (vertically, horizontally or diagonally) correct wins.
2. Tell the students to turn to **pages 159 – 162 of Learning English Workbook 1**. Review the 'Read and Learn' section on **pages 159 and 161** before reading the instructions given in the exercises together. You may want to go through at least two sentences in each of the exercises with the students before getting them to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 165 – 167** as homework. You may want to read the short passage on **page 165** together with the students. Read the questions and elicit from the students the answers and where to find them in the passage.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Prepare a bag of items. Get the leader of each group to pick three items from the bag. The students in his group will then have to find three adjectives to describe each item they have.

Example:

- pencil – broken, blunt, red
- ruler – long, plastic, chipped
- cap – blue, dirty, old