



## Theme: Colours

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Demonstrative adjectives</li> </ul>	Colours	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. use possessive adjectives 'my', 'his', 'her', 'our' and 'their' to show possession,
2. answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Word cards with 'my', 'his', 'her', 'our' and 'their' on each of them
3. A list of 8 sentences with blanks for the students to fill the possessive adjective in
4. Visualizer projector

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

1. Go around the class and select a thing from a student. Ask the students who the owner is. Get the students to answer in a complete sentence.

*Example:*

- Whose shoes are these?
- These shoes are Ben's.

Get the students to talk more about the thing you have selected. Ask leading questions and get them to answer in complete sentences. Remind them that the words they choose to describe the selected thing are called adjectives.

*Example:*

- Ben's shoes are clean / expensive / white.

Write the students' responses on the whiteboard.

### Lesson (20 min)

1. Refer the students to the sentences that are written on the whiteboard. Tell them that the sentences can be written in another way using the possessive adjective 'his' to refer to a male subject.

*Example:*

- Ben's shoes are clean / expensive / white.
- His shoes are clean / expensive / white.

Explain to the students that 'his' is placed before the noun 'shoes' to show that the shoes belong to someone (Ben).

2. Pick out another item from a student. This time, choose an item from a female student. Ask the students who the owner is. Get the students to answer in a complete sentence.

**Example:**

- Whose pencil is this?
- This pencil is Jolene's.

3. Get the students to talk more about the item you have selected. Ask leading questions and get them to answer in complete sentences.

**Example:**

- Jolene's pencil is short / blunt / sharp.

Write the students' responses on the whiteboard.

4. Refer the students to the sentences that are written on the whiteboard. Tell them that the sentences can be written in another way using the possessive adjective 'her' to refer to a female subject.

**Example:**

- Jolene's pencil is short / blunt / sharp.
- Her pencil is short / blunt / sharp.

Explain to the students that 'her' is placed before the noun 'pencil' to show that the pencil belongs to someone (Jolene).

5. Get everyone to raise their hands up including yourself. Ask them what everyone is doing. Let the students answer in complete sentence.

**Example:**

- We are raising our hands.

Write the sentence on the whiteboard. Tell the students that 'our' includes the speaker himself. Ask the students to make other sentences using 'our'.

6. Divide the class into two groups. Get one group to raise their hands. Point to that group and use the possessive adjective 'their' in your sentence.

**Example:**

- Those students are raising their hands.

Write the sentence on the whiteboard. Tell the students that 'their' is used to refer to another group of people or animals. Ask the students to make other sentences using 'their'.

7. Point to your hair. Construct a sentence to show how 'my' is used.

**Example:**

This is my hair.

- Write the sentence on the whiteboard. Get the students to point to something on their body and use the possessive adjective 'my'.

Read through the sentences on the whiteboard again, making sure that all of the possessive adjectives have been covered.

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

1. Put the class into groups. Give each group a set of word cards with the possessive adjectives written on them. Show the students the sentences, one at a time, on the visualizer projector. Get the students to decide among themselves in the group which possessive adjective should be in the blank. Then, get a student in the group to raise the word card up when the signal is given.
2. Tell the students to turn to **page 65 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 65**. Get the students 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 **page 68 – 69** as homework. Read the passage with the students together. Explain any words that they are not familiar with. Then, go through the questions with the students and elicit the answers from them. Get them to tell you where they derive their answers from.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get the students to construct 6 sentences with possessive adjectives in them. Tell them that for some of the sentences Then, read out the sentences to their classmates in class or show the sentences on the visualizer projector to the class. Get the class to read the sentences and spot if they are correctly worded with the right possessive adjectives. If the possessive adjective is wrong, get the students to identify the correct possessive adjective to be used in the sentence.