



Theme: Favourite Pastimes

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Reflexive pronouns	Hobbies	Answering questions based on a letter	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use reflexive pronouns 'myself', 'herself', 'himself', 'themselves' and 'ourselves',
2. answer questions based on a letter.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A project that you have done on your own
3. Students' projects that they have done on their own
4. A list of sentences with reflexive pronouns in them
5. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Prior to the lesson, you have already asked the students to bring some things they have done on their own to school to share with their classmates.
2. Show the students something you have done such as a painting, a scrap book, etc. Tell the students that you have done the project on your own. Use the reflexive pronoun in your sentences.

Example:

- I painted this picture myself.
 - I created the scrapbook for my mother myself.
3. Ask the students to share their experiences when doing their mini projects. Ask them leading questions so that they use the reflexive pronoun, 'myself'. Stick the word card 'myself' on the whiteboard.

Lesson (20 min)

1. Point to a male student's project. Ask him if the project was done by himself. Then, tell the class that he has done it on his own.

Example:

- He made this sculpture himself.
- Stick the word card 'himself' on the whiteboard. Get the students to talk about other male classmates' projects using 'himself'.
2. Point to a female student's project. Ask her if the project was done by herself. Then, tell the class that she has done it on her own.

Example:

- She sewed this dress herself.

Stick the word card 'herself' on the whiteboard. Get the students to talk about other female classmates' projects using 'herself'.

3. Point to a groups of students and their project. Ask them if the project was done by themselves. Then, tell the class that they have done it on their own.

Example:

- They did the projects themselves.

Stick the word card 'themselves' on the whiteboard. Get the students to talk about other groups of classmates' projects using 'themselves'.

4. Get everyone to raise their projects including yourself. Ask everyone if the project was done by us. Then, tell the class that we have done it on our own.

Example:

- We completed the projects ourselves.

Stick the word card 'ourselves' on the whiteboard. Get the students to talk about other things that everyone has done using 'ourselves'.

Additional Activities / Closure (15 min)

1. Have a list of sentences with reflexive pronouns in them. Show the sentences to the class, one at a time, on the visualizer projector. Tell the students that they need to do two things:
 - a) explain why the reflexive pronoun is chosen to be used in the sentence.
 - b) replace the underlined subject/pronoun with another to make the sentence reasonably sound.

Example:

- Why don't we go to the library ourselves?

a) The reflexive pronoun 'ourselves' is used to reflect 'we'.

b) The sentence can be changed to: "Why don't you and I go to the library ourselves?"

2. Tell the students to turn to **page 79 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 79**. 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 **pages 81 – 82** as homework. Go through the letter with the students. Elicit from the students who the sender of the letter is and who the person who receives the letter is. You may want to discuss with the students the format of a letter. Explain to the students any words that may be unfamiliar to them.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Provide some plasticine to the students and get them to mould something that they can use in class. Give them ideas such as a pencil holder to hold the teachers' markers or a vase. After the activity, get the students to write what they and their friends have done using reflexive pronouns.