

PRONOUNS

1. Class Description: The class consists of 05 female Grade 10 students between the ages of 14 and 15.

2. Lesson: Pupil's Book Unit 10 – Activity 08

3. Time: 02 hours

4. Goal: use and identify pronouns in day today context.

5. Objectives:

By the end of the lesson students will be able to:

- a. distinguishes the differences between proper nouns and pronouns.
- b. form sentences using pronouns.
- c. develops speaking skills while learning about pronouns.

6. Material and Equipment needed:

- a. Pupil's Book and Writing Book
- b. story passages
- c. Online screen
- d. work sheet

7. Teaching Techniques:

- a. Activities
- b. Group work
- c. Evaluation
- d. fun games
- e. mind maps

8. Procedure:

Time	Activity	Interaction	Skills
5mins	<u>Lead- In- Prior knowledge checking</u>	Ss-T	Speaking
5mins	<ul style="list-style-type: none"> Ask the students to describe what a noun is. Ask them to give some examples and list down them. 	Ss-T	

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5mins	<ul style="list-style-type: none"> Explain more about nouns to the students. 		
10mins	<ul style="list-style-type: none"> Ask some questions from students. <p><i>Eg. Have you heard about pronouns before.?</i> <i>Why we use pronouns?</i> <i>Where we can use pronouns?</i></p>	T-Ss Ss-T	Speaking
10mins	<p><u>Introduction</u></p> <ul style="list-style-type: none"> Provide a list of pronouns to the students. (<i>Appendix 1</i>) Explain the types of pronouns using the chart. 	T-Ss T-Ss	
5mins	<ul style="list-style-type: none"> Explain them about pronouns that the nouns can be replaced by pronouns. 	T-Ss Ss-T	Speaking
10mins	<ul style="list-style-type: none"> Discuss some examples with the students. 		Writing
5mins	<ul style="list-style-type: none"> Give an exercise to the students to complete. Activity 8 of UNIT 10 (<i>Appendix 2</i>) 		
5mins	<p><u>Mind map</u></p> <ul style="list-style-type: none"> Show a video about pronouns to the students and ask them to watch carefully and get the idea. (<i>Appendix 3</i>) 	T-Ss	
15mins	<ul style="list-style-type: none"> Then play the video for the second time. Ask them to draw a mind map with the facts that they get from the video. <p><i>Eg. If the video defines pronouns the students can write it.</i> <i>The examples provide in the video</i></p>		Writing


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	<ul style="list-style-type: none"> Send the mind maps to teacher through online. 		
10mins	<u>Activity 1</u> <ul style="list-style-type: none"> Each student is encouraged to give a brief explanation about pronouns. 	T-Ss Ss-T Ss-Ss	Speaking
5mins	<ul style="list-style-type: none"> The teacher corrects the students if they make any mistakes. Students can also ask questions and discuss about pronouns. 	T-Ss Ss-T	Speaking
10mins	<u>Activity 2- Fun game</u> <ul style="list-style-type: none"> Show some pictures to the students. (<i>Appendix 4</i>) The pictures are shown only once and the students have to identify the relevant pronoun to the picture. Ask the students to right down the pronoun in the writing book by numbering them. 	T-Ss	
5mins	<ul style="list-style-type: none"> After the game all the students discuss with each other whether their answers are similar or not. The teacher observes their discussion and make corrections. 	Ss-Ss T-Ss	Speaking
10mins	<u>Activity 3</u> <ul style="list-style-type: none"> Give a story about “The Kitten” to the students and ask them to underline/highlight the pronouns in the story. (<i>Appendix 5</i>) 	T-Ss	

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10mins	<ul style="list-style-type: none"> And ask the students to list out the nouns in the story and replace them with pronouns/ Discuss the answers in the class. 	T-Ss Ss-T	Speaking
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Appendix 1

 ENGLISH PRONOUNS					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	Me	My	Mine	Myself
2nd person	You	You	Your	Yours	Yourself
3rd person (male)	He	Him	His	His	Himself
3rd person (female)	She	Her	Her	Hers	Herself
3rd thing	It	It	Its	(not used)	Itself
1st person (plural)	We	Us	Our	Ours	Ourselves
2nd person (plural)	You	You	Your	Yours	Yourselves
3rd person & thing (plural)	They	Them	Their	Theirs	Themselves

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Appendix 2

Activity 08

Writing

Complete the following sentences using “one another” or “each other”.

1. The teacher asked the students to cooperate with when doing group work.
2. Upendran and Ganesh took turns in helping
3. Both sisters wanted to look after during the absence of their parents.
4. The shelf reader staked the books on and put them on a trolley.
5. Everybody should lend a hand to during times of emergency.

Appendix 3

<https://youtu.be/BYWAzeuFYa8>



Pronouns | Award Winning Introduction
to Pronouns Teaching Video | What is a...



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Appendix 4



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Appendix 5

Reading

The Kitten

Read the story below and decide why Rosie might have done what she did. Write your answer in the space provided.

Rosie wanted a kitten more than anything in the world. For months, she had dreamed of the day that she and her parents would go to the pound and adopt her brand new pet. But Rosie's mother insisted they wait until Rosie's birthday, which was still two months away. Rosie thought of kittens all day. She hoped hers would have blue eyes, fluffy fur, and a happy purr that Rosie would feel through her shirt when the kitten curled up on her chest.

Walking home from school one day, she passed a neighbor's house and noticed a big cardboard box on the porch. Curious, she ventured closer and saw her neighbor, Mrs. Spencer, lifting a fluffy kitten from the box! The words "Free Kittens" were written across the side of the box in big, black letters.

Mrs. Spencer saw Rosie eyeing the box and waved to her to come closer. "Your name is Rosie, isn't it? You live down the block." Rosie nodded and held her arms out for the kitten Mrs. Spencer was handing her to hold. It had blue eyes and its fur was as soft as Rosie had dreamed it would be.

"Would you like to adopt that kitten?" asked Mrs. Spencer, smiling kindly. Before she knew what she was saying, Rosie blurted out, "Yes!"

"Is it alright with your parents?"

"It's fine. We've been planning to get a kitten for months."

Though it wasn't the whole truth, Rosie couldn't help herself. She let Mrs. Spencer put the kitten into a little box, hand her a can of food, and send her on her way.

Why didn't Rosie tell the truth?

