

# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### **Módulo I:**

Online exercises  
“Personal Pronouns I & II”



## LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Occupations, review of the modal “can”.			N. of SS: 15	Time: 60 min.
Aim: By the end of the class, Ss will recognize the personal pronouns by identifying pronouns and transposing them in a text.			Context: Famous Persons	
General Objective:			Grammar: Personal Pronouns	

## Task

Teacher:	Skills: All and any	Time: 15 mins
Material: Projector, laptop, internet access, Personal Pronouns 1		Seating Arrangement: Individual
<p><b>Objective:</b> Ss will be tested on the basis of whether they have any knowledge about the personal pronouns by answering individually some fill-in-the-blanks.</p> <p><b>Lead in:</b> Ok, guys, can you please pay attention to the projection?</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. T will greet Ss.</li> <li>2. T will ask Ss to focus their attention on the projection.</li> <li>3. T will state that in the ten sentences, we’re missing the person (noun) so we need to put a personal pronoun.</li> <li>4. T will elicit information about the personal pronouns and if anybody knows them.             <ol style="list-style-type: none"> <li>4.1. If no one knows, T will write all of the personal pronouns in the board.</li> </ol> </li> <li>5. T will do a model with the first two sentences.</li> <li>6. T will ask Ss to individually, complete the remaining 8 sentences.</li> <li>7. T will give Ss 8 minutes to do so.</li> <li>8. T will check the activities (complete the fill-in-the-blanks).</li> <li>9. T will monitor the activity.</li> <li>10. T will elicit answers from Ss randomly by choosing one and then having this S to choose who is going to be next.</li> <li>11. T will see how many they got correct.</li> </ol> <p><b>Link:</b> T will assess how their individual production is with the monitoring and elicitation of the sentences, so T can address any problems.</p>		
<p><b>Possible Problems:</b></p> <ul style="list-style-type: none"> <li>• Ss may not know anything about the personal pronouns.</li> </ul>		<p><b>Possible Solutions:</b></p> <ul style="list-style-type: none"> <li>• Classmates can help; if there are none to rely on, T will move on to the “teach” part of the class.</li> </ul>



Teach		
Teacher:	Skills: All and any	Time: 25 minutes
Material: Projector, laptop, internet access, Personal Pronouns II	Seating Arrangement: Whole group	
Objective: Ss will define the personal pronouns through several examples with their own classmates by tackling on the mistakes the Ss had.		
Lead in: Ok, guys, be honest, who got all of them correct?		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will ask Ss which of them got all of the answers correct.</li> <li>2. T will check if its true by giving them more sentences.               <ol style="list-style-type: none"> <li>2.1. T will make note of the amount of Ss that supposedly have knowledge of English.</li> </ol> </li> <li>3. T will take note.</li> <li>4. T will ask everyone else how they did.</li> <li>5. T will start eliciting answers randomly to Ss and see whether they are correct or not.</li> <li>6. T will grab a couple of the Ss that already know, one male and one female, and ask them to go to the front of the class.</li> <li>7. T will ask for their names and make sentences.</li> <li>8. T will ask which pronoun they would use. Then, T will make Ss to touch each other's shoulder and elicit for the change of personal pronoun.</li> <li>9. T will explain when and how personal pronouns are used.</li> <li>10. T will ask Ss to answer the Personal Pronouns II.</li> </ol>		
Possible Problems:	Possible Solutions:	
<ul style="list-style-type: none"> <li>• Ss may not understand</li> </ul>	<ul style="list-style-type: none"> <li>• T will explain more thoroughly.</li> </ul>	

Task		
Teacher:	Skills: Speaking	Time: 20 mins
Material: None	Seating Arrangement: groups	
Objective: Ss will demonstrate the personal pronouns by presenting their friends to the group.		
Lead in: Ok guys, I want you to get together with at least 5 friends but no more than 7.		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will tell students to make groups.</li> <li>2. T will give one minute for the groups to be formed.</li> <li>3. T will explain the activity.               <ol style="list-style-type: none"> <li>3.1. Ss will have to create sentences amongst themselves using the personal pronouns to present somebody.</li> <li>3.2. Ss will have to have at at least one sentence per personal pronoun.</li> </ol> </li> <li>4. T will select a team and they will have to come to the front and act their sentences.</li> <li>5. Ss will have to check whether they are correct or not.</li> <li>6. T will ask another group to go to the front and act it in the same way.</li> </ol>		
Possible Problems:	Possible Solutions:	
<ul style="list-style-type: none"> <li>• Ss may be shy.</li> </ul>	<ul style="list-style-type: none"> <li>• T will help them in saying their sentences.</li> </ul>	

