

LESSON PLAN – ENGLISH FORM 2

- Class : Form 2 Kamil
- Level of Proficiency : Ascendant Bilinguals
- Time : 40 minutes
- No of Students : 32 students
- Language skill : Grammar
- Different types of pronouns (Personal pronoun) (L.G. Alexander (1998). Longman English Grammar).
- Previous Knowledge : Students have learned the basic knowledge about pronouns (definition and types of pronouns in general)
- Syllabus specification : pronouns
- Learning outcome : At the end of the lesson students should be able to apply what they have learned about personal pronouns in a conversation (group forum activity). (Koh Soo Ling & Tan Siew Lui (2006). Grammar Made Easy, Third Edition)
- Teaching Aid : worksheet / situation card

Stage	Teaching activities	AVA
Pre-stage (10 minute)	<p>1. Teacher recalls students' memory about pronouns in the previous lesson.</p> <p>For example, teacher asks the students to recall the definition of pronoun.</p> <ul style="list-style-type: none"> -A Pronoun is a word used in place of a noun. - Usually pronouns refer to something that was already mentioned in previous sentence. - Pronouns are very useful words because when we use them, we do not need to repeat nouns all the time. <p>2. Teacher writes a sentence without pronouns on a whiteboard. teacher instructs the students to change the sentence using pronouns</p> <ul style="list-style-type: none"> - Without pronouns: <i>Ramli is my neighbor. Ramli says that Ramli likes to sleep.</i> - with pronouns: Ramli is my neighbor. He says that he likes to sleep. <p>3. Then, teacher calls a few students to write on the whiteboard types of pronouns.</p> <ul style="list-style-type: none"> - personal pronouns/ possessive adjectives/ possessive pronouns/ reflexive pronouns/ relatives pronouns/ indefinite pronouns. <p>4. Teacher briefly explains about today's</p>	Note/handout

	<p>lesson which is personal pronoun.</p> <p>- A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, case, and gender. (refer to appendix A)</p> <p>5. Teacher writes 2 questions on whiteboard. Then, teacher instructs the students to identify and underline the word pronoun from the questions given.</p> <p style="padding-left: 40px;">a. Encik Ali is a teacher. He teaches in Taman High School.</p> <p style="padding-left: 40px;">b. The workmen have finished the job. They are resting now.</p> <p>6. Based on these questions, then teacher explain about singular and plural personal pronouns to the students.</p>	
<p>While-stage (20 minute)</p>	<p>1. Then, teacher explains briefly how to use personal pronouns correctly.</p> <p>Subject Pronouns: <i>I, you, she, he, it, we, they</i> are used as a subject or predicate noun.</p> <ul style="list-style-type: none"> ▪ She is a teacher. ▪ It was <i>he</i> who said that. <p>Object Pronouns: <i>me, you, him, her, them, us, it</i> are used as an indirect object, direct object, or object of a preposition.</p> <ul style="list-style-type: none"> ▪ She baked <i>him</i> a pie. ▪ I can hardly see <i>it</i>. ▪ They are going with <i>us</i>. <p>Person and personal pronouns Personal pronoun refers to a specific individual (singular) or a group (plural).</p> <ul style="list-style-type: none"> ▪ I saw <i>you</i> when <i>she</i> talked to <i>them</i>. <p>-The pronoun <i>I</i> refer to the person</p>	<p>Whiteboard</p>

	<p>agree with one of the suggestions listed. They need to emphasize of using personal pronouns in their conversation. Students need to do role play. They have to imagine that they are having a forum in front of audience. (refer to appendix C)</p> <p>3. Teacher asks students to brainstorm the idea and write the answer on a piece paper. Teacher gives time for the students to prepare.</p> <p>4. Teacher randomly chooses any group to present their answer.</p> <p>5. Teacher monitors the use of personal pronouns in their conversation and writes it on the whiteboard.</p>	
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Appendix A

Personal pronoun	When to use the Pronoun	How to use the pronoun as subject and object														
<p><u>Singular</u></p> <table border="1"> <tr> <td>Subject:</td> <td>Object:</td> </tr> <tr> <td><i>I</i></td> <td><i>Me</i></td> </tr> <tr> <td><i>You</i></td> <td><i>You</i></td> </tr> <tr> <td><i>He</i></td> <td><i>Him</i></td> </tr> <tr> <td><i>She</i></td> <td><i>Her</i></td> </tr> <tr> <td><i>It</i></td> <td><i>It</i></td> </tr> <tr> <td><i>One</i></td> <td><i>One</i></td> </tr> </table>	Subject:	Object:	<i>I</i>	<i>Me</i>	<i>You</i>	<i>You</i>	<i>He</i>	<i>Him</i>	<i>She</i>	<i>Her</i>	<i>It</i>	<i>It</i>	<i>One</i>	<i>One</i>	<p>a) As the subject of a verb</p> <p>b) As the object of a verb</p>	<p>Subject:</p> <ol style="list-style-type: none"> I swim daily You cook well She sings in the bathroom <p>Object:</p> <ol style="list-style-type: none"> John gave me a present yesterday. Leela saw you at the supermarket yesterday. I know her. She works in the hospital.
Subject:	Object:															
<i>I</i>	<i>Me</i>															
<i>You</i>	<i>You</i>															
<i>He</i>	<i>Him</i>															
<i>She</i>	<i>Her</i>															
<i>It</i>	<i>It</i>															
<i>One</i>	<i>One</i>															
<p><u>Plural</u></p> <table border="1"> <tr> <td>Subject:</td> <td>Object:</td> </tr> <tr> <td><i>We</i></td> <td><i>Us</i></td> </tr> <tr> <td><i>You</i></td> <td><i>You</i></td> </tr> <tr> <td><i>they</i></td> <td><i>them</i></td> </tr> </table>	Subject:	Object:	<i>We</i>	<i>Us</i>	<i>You</i>	<i>You</i>	<i>they</i>	<i>them</i>	<p>Subject:</p> <ol style="list-style-type: none"> We went home Do you need a table for three? They played doubles. <p>Object:</p> <ol style="list-style-type: none"> Anthony drove us. Did John and Mary beat you at doubles? John and Mary beat them. 							
Subject:	Object:															
<i>We</i>	<i>Us</i>															
<i>You</i>	<i>You</i>															
<i>they</i>	<i>them</i>															

<i>Singular</i>	Subjective/Nominative			Objective		
	<i>Male</i>	<i>Female</i>	<i>Neutral</i>	<i>Male</i>	<i>Female</i>	<i>Neutral</i>
First Person	<i>I</i>			<i>me</i>		
Second Person	<i>you</i>			<i>you</i>		
Third Person	<i>he</i>	<i>she</i>	<i>it</i>	<i>him</i>	<i>her</i>	<i>it</i>

<i>Plural</i>	Subjective/Nominative			Objective		
	<i>Male</i>	<i>Female</i>	<i>Neutral</i>	<i>Male</i>	<i>Female</i>	<i>Neutral</i>
First Person	<i>we</i>			<i>us</i>		
Second Person	<i>you</i>			<i>you</i>		
Third Person	<i>they</i>			<i>them</i>		

Appendix B

Replace the each following subjects/objects in the sentences with appropriate personal pronouns. The first sentence has been done for you.

0. Delilah goes to the nightmarket once a week. She buys fresh fish and vegetables from the nightmarket.
1. Encik Ahmad drives to work daily. _____ works in Kuala Lumpur.
2. The school is near the park. _____ is a new school.
3. The animals in the zoo are sick. _____ need to be treated by veterinary surgeon.
4. My mother is a nurse. _____ works at the General Hospital.
5. Aisyah and I are flying to Thailand tonight. _____ will be at the airport at 7 p.m.
6. Encik Yahya has two daughters. He teaches _____ how to play the piona.
7. I told my sister not to wait for me. I told _____ that I had to attend a meeting.
8. Mr. Tan is a good worker. Encik Ali, his employer recommends _____ for promotion.
9. John and Mary met _____ when we are studying in the United States.
10. Johan told _____ a sad story. I cried the whole night.

Appendix C

Situation card

Recently there has been a lot of emphasis on the importance of the English Language. Malaysian throughout the country is being encouraged to improve their English language proficiency.

In your group, discuss which one of the following suggestions is the most effective way for you to improve your English language proficiency.

The suggestions are:

- Mass media play an important role
- Friends play an important role
- Parents play an important role
- Schools play an important role.