

Mathilde's story - his and her

Aim:	Raise awareness of the function of the possessive determiners <i>his</i> and <i>her</i>
Materials:	Story text, student worksheet (option 1 or 2)
Vocabulary:	queen, count, countess, duchess, king, princess, braids

Procedure

Notes: This supplemental mini-lesson expands on the William the Conqueror theme. It is assumed that learners will be familiar with the story, which was introduced in the Major Cognates lesson. The Mathilde story used here is based on the same historical material in the supplemental Mathilde skit. The skit could be used as a warm-up for this activity.

This his-and-her lesson can be used to supplement similar activities in the Possessive Determiners unit.

1. Remind the students of the William the Conqueror story. Note that battles are very expensive. Ask the following pre-listening questions:
 - How do you think William got enough money to buy a battleship?
 - Do you think William the Conqueror had a wife and children?
2. Read out the Mathilde text. Students follow along. Their tasks are to underline or highlight *his* and *her* and to listen for answers to the two questions. Read again if necessary.
3. Pairs work together to compare their possessive determiners (*his/her*) and answers to the two questions.
4. Tell students to put away their reading texts and give out either the cloze exercise (Student Sheet 1) or the dictation activity (Student Sheet 2). Your choice.
5. If using the cloze (Student Sheet 1), remind students about the *his/her* rule by asking: "How do you decide between *his* and *her*? Remember to ask yourself 'Whose _____ is it?' Draw an arrow from *his* or *her* to the possessor." Their instructions are to fill in each blank with either *his* or *her* and to draw the arrow to the possessor.

6. If using the dictation (Student Sheet 2), read the text aloud; students fill in the blanks with what they hear. The dictated part ends with, "then he rode away on his horse!" about 2/3 down the page of the story text. The purpose of this task is to draw their attention to *his* and *her* in context as the 'h' is often difficult to hear if it is not the first word in the sentence.
7. Check student work.
8. Students use the word clues to tell the rest of the story. Do this with the whole class, calling on individuals to tell the next part of the story. Be sure to correct students' errors with *his/her* by reminding them to ask "Whose _____ is it"? Insist on the correct pronunciation of 'h' in *his/her, Hastings, etc.*