

Major His-her Lesson Plan

Deciding When to use **His** and **Her**

Aim: To help students become aware of the difference between his/her in English and son/sa in French

Materials Needed: Student worksheets
Grammar Auction
His or Her? How do you decide?
Acetate or handout of two cartoons
Packs of stickers (20 per team)

Vocabulary needed: auction, bet, place a bet

Teacher's note: The idea of a grammar auction is that students bet on sentences they think they have corrected well. If they are not confident, they should bet as low as possible. They have a total of 20 stickers.

Procedure:

1. Ask the students if they have ever bet on who would win a sports competition. What other things do kids their age bet on (e.g. card games) and what do they win (e.g. stickers, candy).
2. Grammar Auction
Tell students that they are going to bet on the correctness of English sentences. In this game, they will correct 10 sentences that have mistakes and then bet on how well they have corrected them. If they are not confident, they should bet as low as possible (1 sticker). If they are very confident, they can bet up to 3 stickers. A bet of 2 stickers is in-between, but they cannot bet 2 stickers on every sentence! They will be given a total of 20 stickers.
 - ◆ Give out one worksheet per group (PD Major Student worksheet) and tell them to work together. These are the rules:
 - There is one mistake in every sentence
 - Go through the sentences correcting the mistake
 - Afterwards, decide if you are confident or not and make your bet. BUT
 - Have to bet on all sentences.

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- Must have some variety (1, 2 or 3 stickers), not 2 stickers or all sentences
 - Total number of stickers is 20
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3. Give students 10 minutes in groups to correct the sentences. Give no help and do not mention his and her at this point.
 4. After 10 minutes, tell the students that you are going to give them some information that may help them with the sentences. Tell them that afterwards they will have another 2 minutes to change their answers, but that you need to COLLECT THE GRAMMAR AUCTION while they are looking at the French/English Comparison Sheet.
 5. Hand out the French/English comparison sheet (How do you decide?) and put the two cartoons on an OHP or make copies for the students.
 6. Go through the comparison sheet with the students, making reference to Cartoon 1 and repeating all the time, "Whose X is it?"

For Cartoon 2, get them to do one English sentence and the equivalent French sentence. While doing Cartoon 2, keep eliciting, "How is that different in French?" (i.e. body parts use articles in French, but PDs in English. French agrees with the object possessed, but English agrees with the possessor. English is perhaps more explicit in certain cases whereas in French you may need to qualify by saying "la chambre de Rosemary pas la chambre du père")

Keep eliciting French/English differences and ask why it may be difficult for Anglophones (and people from other language backgrounds) learning French

7. Give back the Grammar Auction worksheet and give students 2 minutes to correct.
8. When you go over the answers, ask the students to explain why a PD is right or wrong and ask them to tell you what it might be in French.
9. Cartoon
Give out one of the cartoon + cloze passages (Cereal); you will use the four others in the mini-lessons, and the instructions are as follows for

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- all. Underneath each cartoon, there is a story with gaps. Students will fill in the gaps with his or her in each story, working individually. Tell them to make sure they read the story before filling in the gaps.
10. For each gap, they should ask themselves, "Whose _____ is it?" or "Who does it belong to?". Next, they should draw an arrow from his or her to the possessor. This is very important.
 11. When you go over the answers, ask students to explain their choices. For example, they might say:
I asked myself "Whose sister is it?" It's Anne's sister, and Anne is a girl, so I wrote "her".
Make sure that everyone has the correct PD in the each blank by the time you finish the activity.