



# My Family is Mine

Ref: EN\_PI\_3



## Introduction

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|  |                                       |   |  |                      |  |
|--|---------------------------------------|---|--|----------------------|--|
|  | <b>Description</b>                    | In this English lesson, students develop grammar awareness, comprehension, and communicative skills through structured activities focused on possessive determiners and possessive pronouns. Following the Processing Instruction approach, learners are guided to notice the different forms and functions of possessive determiners and pronouns, as well as their agreement with the noun or context. Through referential and affective activities, students read, match, and choose appropriate forms, and engage in personalized discussions, reinforcing accurate use in meaningful contexts. Pair and group work encourage active engagement, peer correction, self-monitoring, and confidence in expressing ownership and relationships between people and objects. |  |                      |  |
|  | <b>Age</b>                            | 8-9 years old   |  | <b>Language Area</b> |  |
|  | <b>Proficiency Level</b>              | A1-A2   |  | <b>Authors</b>       |  |
|  | <b>Subject</b>                        | Language  |  | <b>Duration</b>      |  |
|  | <b>Links with Language Curriculum</b> | Grammar: possessive determiners and possessive pronouns   |  |                      |  |
|  | <b>Rationale</b>                      | The rationale of this protocol is to employ the Processing Instruction approach, which focuses on the manipulation of the input so that the learners notice the grammatical phenomenon under instruction and activate psycholinguistic strategies and mechanisms in converting input into intake. The "noticing" is realized by means of structured input activities (referential and affective).   |  |                      |  |



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# Introduction



## Aims

It is expected that students:

- Will develop connections between the form of both the possessive determiners and the possessive pronouns and their meaning, i.e., that both express possession.
- Will notice that possessive determiners cannot stand own their own (without a noun phrase) while possessive pronouns can.
- Will notice the different forms of possessive determiners and possessive pronouns depending on the gender and number of their referents.

These aims are achieved by means of:

- Two referential activities (Activities 1, 2 of the Appendix), which require that the learners process the grammatical form, i.e., the gender and number features of the possessive determiners and pronouns,
- An affective activity (Activity 3 of the Appendix), which further practices the grammatical phenomena, while the learners are engaged in communicative tasks.

- Copies (A4 paper size) with referential and affective activities



## Equipment and Material Needed

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction (20')

The teacher provides explicit information about the possessives. S(he) can make use of the examples provided in the Appendix in order to draw learners' attention to the different forms of the possessive determiners and the possessive pronouns. Also, the teacher can use Table 1 to illustrate the discussed forms.



### 02 | Structured Input Activities (25')

The teacher provides the students with a worksheet that includes all three Activities (2 Referential & 1 Affective) which will be completed during the lesson. The teacher provides clarifications if needed as the learners complete the activities. The Activities are provided in the Appendix.

### **Activity 1 (Referential Activity) (6')**

This is a written activity. The learners are asked to find the correct answers in column B, which contains possessive pronouns, by paying attention to the underlined phrases, which contain possessive determiners in column A. The teacher asks the learners to show their answers and provides feedback.

### **Activity 2 (Referential Activity) (10')**

This is a written activity. The learners read the sentences which contain possessive determiners and have to choose the correct answer, namely, the one with the proper possessive pronoun. The teacher asks the learners to show their answers and provides feedback.

### **Activity 3 (Affective Activity) (9')**

The aim of this activity is to involve students in a communicative task, i.e., personally engaging them, while they are still presented with possessive determiners and possessive pronouns. The students are given statements about what other people do and they have to decide whether the same or similar things/events apply to their experiences too. The teacher asks the learners give their answers and provides feedback.



# Useful Tips

01

When the learners complete each referential activity, they read their answers. The teacher corrects if necessary and provides feedback. The correction can be done either after each activity or after each sentence of the activity. The second option may be more beneficial in terms of learning benefits but also in terms of time and classroom management.

02

An alternative procedure is that the learners can exchange their sheets with the referential and the affective activities and correct the answers of their peers.

03

Depending on learners' proficiency level and age, they can work with more sentences, more difficult sentences, or both. The teacher can increase the number of the sentences in each activity taking into consideration the learners' needs.

04

The activities are all presented in written form. However, the teacher may implement all or some of the activities orally. In this case, the teacher reads each sentence and the students provide their answers on the answer sheet. Alternatively, the teachers can read the sentences while the sentences are also given to the learners in their written form.

05

After the learners complete the affective activity, a discussion about their own experiences/likes/preferences can be implemented.

## 01 | Introduction

Lena has a dog. This is **her** dog. This dog is **hers**.



We own a house. This is **our** house. This house is **ours**.



Grandma and grandpa have a garden. This is **their** garden. This garden is **theirs**.



## 01 | Introduction

Words like *hers*, *ours*, *theirs* can replace a possessive determiner with a noun and are called pronouns. They are used to avoid the repetition of possessive determiners + nouns.

Here are two descriptions of the same picture. Which sounds better?

- a) Dimitris is holding his dog and Maria is holding her dog.
- b) Dimitris is holding his dog and Maria is holding hers.



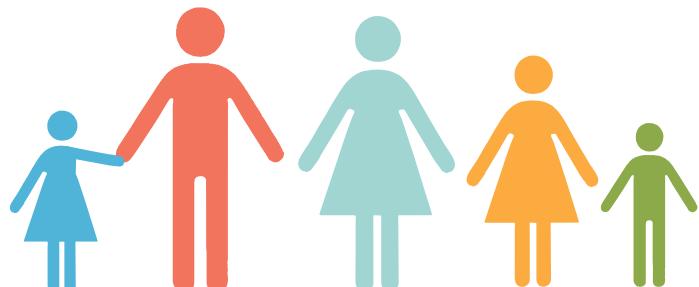
| Possessive determiner + noun          | Possessive pronoun - noun                |
|---------------------------------------|--|
| my<br>This is <b>my</b> book.         | mine<br>This book is <b>mine</b> .       |
| your<br>This is <b>your</b> doll.     | yours<br>This doll is <b>yours</b> .     |
| his<br>Is this <b>his</b> book?       | his<br>Is this book <b>his</b> ?         |
| her<br>Are these <b>her</b> shoes?    | hers<br>Are these shoes <b>hers</b> ?    |
| This is <b>its</b> bone.              | *Not used as a possessive pronoun.       |
| our<br>This is <b>our</b> car.        | ours<br>This car is <b>ours</b> .        |
| your<br>Are these <b>your</b> gloves? | yours<br>Are these gloves <b>yours</b> ? |
| their<br>That's <b>their</b> boat.    | theirs<br>That boat is <b>theirs</b> .   |

# Activities

## 01 | Find the correct answers in B by paying attention to the underlined phrases in the questions in A.



| A  | B                        |
|--|--------------------------|
| 1. Are these <u>our books</u> ?                    | a) Yes, it's hers.       |
| 2. Is this <u>your mother's dog</u> ?              | b) Yes, they are theirs. |
| 3. Is this <u>your house</u> ?                     | c) Yes, it's his.        |
| 4. Are these <u>John's shoes</u> ?                 | d) Yes, it's mine.       |
| 5. Are these <u>Peter's and Helen's children</u> ? | e) Yes, they are his.    |
| 6. Is this <u>Robin's car</u> ?                    | f) Yes, they are ours.   |
| 7. Is this <u>Mary's birthday party</u> ?          | g) Yes, it's hers.       |



# Activities

## 02 | Choose (a), (b) or (c) to complete each of the following sentences.

1. This is Mary's bag. It's \_\_\_\_\_.

(a) her (b) hers (c) she

2. Are these grandpa's glasses? Yes, they're \_\_\_\_\_.

(a) his (b) mine (c) them

3. Can I use your mobile phone? I think \_\_\_\_\_ is broken.

(a) my (b) yours (c) mine

4. Whose keys are these? I don't know, ask Mary, perhaps they're \_\_\_\_\_.

(a) mine (b) her (c) hers

5. I like my sweater but I prefer \_\_\_\_\_.

(a) him (b) hers (c) her

6. Is this your grandpa's and grandma's house? Yes, it's \_\_\_\_\_.

(a) them (b) theirs (c) hers

7. Is this pen \_\_\_\_\_?

(a) our (b) your (c) yours

8. Are these books your father's? Yes, they're \_\_\_\_\_.

(a) his (b) theirs (c) him

9. My parents often play scrabble. It's a favorite hobby of \_\_\_\_\_.

(a) them (b) theirs (c) hers

10. You can choose any sandwich you like. The choice is \_\_\_\_\_.

(a) his (b) your (c) yours

11. I've lived my life. She's just starting \_\_\_\_\_.

(a) her (b) mine (c) hers

12. I always forget birthdays, sometimes I even forget \_\_\_\_\_.

(a) mine (b) your (c) their

## Activities

03 | Does any of this or something similar apply to you too? Tick YES/NO.

Then compare your answers with a classmate's.

|   | Yes | No |
|---|-----|----|
| 1. My cat has its own bed but it prefers mine.                          |     |    |
| 2. My sister's room is very nice. Mine is OK too but I prefer hers.     |     |    |
| 3. Some people like their eggs boiled. I like mine fried.               |     |    |
| 4. My friends use my mobile phone when they forget to take theirs.      |     |    |
| 5. I buy my own things and my brother buys his.                         |     |    |
| 6. My cousins do not like their school any more but we still like ours. |     |    |
| 7. Grandpa likes his tea with lemon but grandma prefers hers with milk. |     |    |
| 8. My father always has breakfast but my mother sometimes skips hers.   |     |    |
| 9. The first grade's teacher is very nice and so is ours.               |     |    |
| 10. My eyes are brown and Mary's are blue. I like hers more.            |     |    |

# Answers

## Activity 1

1. f), 2. a), 3. d) 4. e) 5. b) 6. c) 7. g)

## 1. Activity 2

1. (b), 2. (a), 3. (c), 4. (c), 5. (b), 6. (b), 7. (c), 8. (a), 9. (b), 10. (c), 11. (c), 12. (a)



# Notes