

4C

G object pronouns: *me, you, him*, etc.
V love story phrases: *she falls in love*, etc.
P /ɪ/ and /i/

Fatal attraction?

Lesson plan

This lesson looks at famous movie love stories and is based on a newspaper article which says that there are only really *five* basic types of love story. It illustrates them with examples taken from the plots of famous Hollywood movies. The grammar aim is object pronouns (*me, you, him*, etc.). These are presented through movie stories which allow SS to see how pronouns work, i.e., to avoid repeating names and nouns.

Optional lead-in (books closed)

- Write on the board **Romantic movies**. Then give SS one minute in pairs to write the names of three famous romantic movies.
- Elicit responses. If they only know some names in their L1, tell them the names in English (if you can) and write them on the board.
- Find out which movie is the class favorite.

1 GRAMMAR object pronouns

- a** • Books open. Focus on the photos and text. Tell SS not to shout out the name of the movie (if they know it), but to read the text first.
- Give SS a minute or two to read the text. Tell them to try to guess any new words, or ask a partner.
 - Elicit the name of the movie (*Ghost*) and ask SS (in their L1 if necessary) if they have seen it. Check SS have guessed the meaning of *die* (opposite of *live*) and *a psychic* /'saɪkɪk/ (a person with unusual powers, e.g., seeing the future or communicating with dead people).
- b** • Focus on the highlighted words and the example. Explain that we use these words because we don't want to repeat the names of the people. Then give SS a few minutes in pairs to write the names. Then check answers.

2 Molly 3 Sam 4 Ota Mae 5 Molly

- c** • Focus on the chart and have SS complete it in pairs. Although some of the words may be completely new to them, they should be able to do this by a process of elimination.
- Check answers. Point out that *you* and *it* don't change and that *her* is the same as the possessive adjective.

subject pronouns	object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

- d** • Tell SS to go to **Grammar Bank 4C** on page 128.
- Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- Both subject and object pronouns are used to refer to people and things when we don't want to repeat the noun, e.g., *Sam can see Molly, but **she** can't see **him**.*
- *it* is used for a thing, *him* for a masculine singular noun, and *her* for a feminine singular noun. The plural *them* is used both for people and things.

⚠ You could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?*, e.g., A *Who wants a cup of coffee?* B *Me!* (NOT *I*).

- Focus on the exercises for 4C on page 129. SS do the exercises individually or in pairs.
- Check answers.

a	1 her him	4 us
	2 it	5 her me
	3 you	6 them
b	1 her	4 it
	2 him	5 her
	3 them	6 us

- Tell SS to go back to the main lesson on page 44.

2 SPEAKING

- a** • Focus on the four circles. Set a time limit for SS to write four names in each circle.
- b** • Focus on the instructions and speech bubbles. Then demonstrate the activity: have four SS ask you a question (*What do you think of ... ?*), one from each circle. Answer, choosing suitable words from the speech bubbles, e.g.,
- S: *What do you think of Keanu Reeves?*
T: *I like him. He's great.*

Extra challenge

If you want to extend SS' vocabulary, you could elicit/teach a few more adjectives of opinion, e.g.,

- ☒ **fantastic, interesting**
☐ **awful, boring**

- Put SS in pairs or groups of three to ask and answer about the people/things in their circles. Monitor and help, reminding SS to use extra stress with *love* and *hate*.
- When you think the activity has gone on long enough, stop it and elicit responses from different pairs/groups.