



G possessive pronouns: *mine, yours*, etc.
V music: *jazz, classical*, etc.
P rhyming words

Are you still mine?

Lesson plan

The topic of this lesson is music and songs. First, SS talk about their musical tastes. Then possessive pronouns (*mine, yours*, etc.) are introduced through the lines from some well-known songs. The lesson finishes with the song *Unchained Melody*, which links back to the previous lesson as it was the theme song of the film *Ghost*.

Optional lead-in (books closed)

- Give SS a minute or two in pairs to brainstorm English words for different kinds of music, e.g., *pop, rock, classical, blues*. Many of these words will be “international.” Your SS may come up with types of music you haven’t heard of.
- Elicit their ideas, writing them on the board, and model and drill pronunciation.

1 SPEAKING

- a** • Books open. Ask SS to look at the pictures and tell you what they can see (a blues guitarist, an orchestra, a reggae singer/band, a (pop) group, lyrics).

b 4.11

- Focus on the list of types of music and tell SS they are going to hear six short excerpts of music. Play the recording once and SS check the types of music they hear. Then have SS compare with a partner. Play the recording again if necessary. Check answers.

4.11

CD2 Track 17

rock, opera, jazz, dance, and classical music

- c** • Focus on the questionnaire. Go through it, making sure SS understand all the questions and can pronounce new words, e.g., *orchestra* /'ɔrkəstrə/, *download* (v) /daʊnloʊd/.
- Put SS into pairs, A and B. Get SS to sit facing each other if possible. A (book open) interviews B (book closed). Have A interview B with all the questions. Encourage SS to ask for and give more information where they can.
 - SS change roles.

Extra support

Have SS interview you first and encourage them to ask you extra questions, so that they know what to ask when they interview each other. Write key words on the board to help SS remember the questions.

- Monitor and help SS with any extra vocabulary they may need. When they have finished, ask some pairs if they had similar or different tastes in music.

2 GRAMMAR possessive pronouns

- a** • Focus on the song lyrics. SS, in pairs, try to match them to the correct singer. Check answers.

- 1 **c** Kylie Minogue
 2 **d** Roy Orbison, *Oh Pretty Woman*
 3 **b** Joe Cocker
 4 **a** Elvis Presley, *Love me tender*

- Now focus on the highlighted words, and ask SS in pairs to figure out the difference between *my/your* and *mine/yours*. Check answers.

My and *your* are (possessive) adjectives. They always go with a noun, e.g., *my head, your hat*.

Mine and *yours* are (possessive) pronouns. They are alone, not with a noun.

- b** • Tell SS to go to **Grammar Bank 4D** on page 128.
- Go through the rules with the class. Model and drill the example sentences. Highlight that apart from *mine*, the possessive pronoun is formed by adding an *s* to the possessive adjective (*his* stays the same, as it already ends in *s*).

Grammar notes

- There is a clear difference between possessive adjectives and pronouns. The adjectives (*my, your*, etc.) always go *with* a noun while the possessive pronouns are used *without* a noun.
- A name + *'s* can also be used as a pronoun (i.e., without a noun), e.g., *Whose car is it? It's Mark's*.
- *Whose* is pronounced exactly the same as *Who's* (= *Who is*). For this reason they are sometimes confused.

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

- a** 2 *ours*
 3 *his*
 4 *theirs*
 5 *hers*
 6 *yours*
b 1 *yours my*
 2 *hers Theirs*
 3 *mine your*
 4 *our Ours*

Study Link SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 47.