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Macmillan English Campus

Lesson Plans
Articles

Articles

Campus Resource Title
Tracy and Karen's big idea
Language Exercise
(British resource ID: MLG005263,
American ID: MLG011685)

Level
Level 4 (Intermediate)

Aim
Articles: 'guided discovery' of general rules of usage for definite, indefinite and zero articles.

Preparation
- If this resource is not part of your Campus course, make sure you bookmark it to make it easy for you to locate in class. You will also need to ask your learners to do the same so that they can easily access the resource at home.
- For the follow-up activity and homework, you will also need to locate and bookmark the following resources:
    - A News Item which will interest your students (Make sure you bookmark the average level.)
    - Grammar Reference Unit, Articles: use of indefinite article
    - Grammar Reference Unit, Articles: use of definite article
    - Grammar Reference Unit, Articles: use of zero article

Campus awareness
- You: Remind yourself of the logging on procedures. Remember your password. If your learners want you to, keep a note of their passwords.
- Make sure you know how to disable your IWB so that you can see Campus on your monitor but not on the screen at the front of the class.
- Your learners: If this activity is not part of your Campus course, then this is a good opportunity for you to get learners to practise their searching skills.
- Your learners: The interaction for this activity is gap fill using drop-down menus. Make sure your learners know how to use this activity type.
- Remember that the Campus Markbook records scores for learners' first and last attempt of course resources. This means that you can ask the learners to do an activity in class, and get them to do the same activity again at home. It's then possible to look for improvements in scores.
- The follow-up activity to this lesson uses a News Item at an average level. To search for a News Item you can use any of the three search tools or go to the News Item page from the Work Area. Remember to select **Average** from the **Band** drop down menu in the top left corner of the News Item.
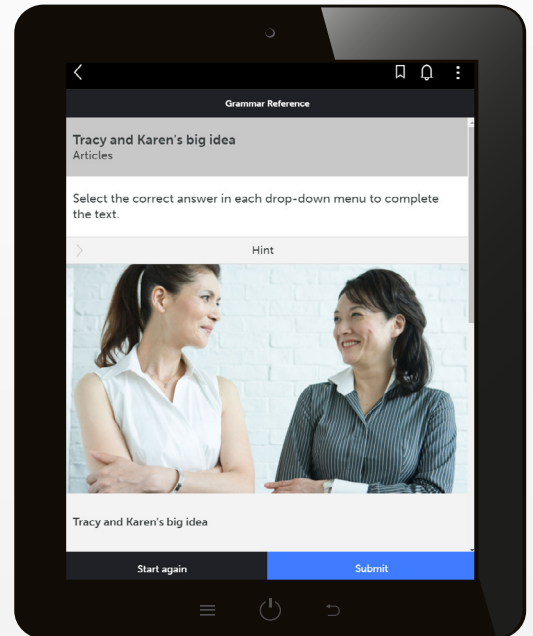
1. Introduction
(Using individual workstation or as a whole class discussion)

- Ask the learners to skim through the article in order to answer the following questions (write these on the board). Tell them to ignore the gaps for now.

  - What job did Tracy and Karen do?
  - What do they do now?
  - What did they make?
  - Who wants what they make?
  - Have they been successful?

- Give the learners five minutes to do this then get feedback from the class. Once you are satisfied that the learners understand the gist of the text, you can move on.

2. Do the Campus exercise
(Using individual workstations)

- Have the learners go back to the exercise and work through it in pairs. Then they check the answer key and do the exercise again to correct their answers.
- While they are doing this, disable the projector and complete the exercise correctly yourself on your monitor. (Remember not to submit it.)

3. Discovery of usage rules — step 1
(In groups)

- Once the learners have finished the previous stage, project the exercise with the correct answers on the screen.
- Put the learners into groups of four and discuss the answers. Can they see patterns? Are there any rules they feel they could sketch out? Get them to say their ideas to the class — but don't comment, just note what they say.

4. Discovery of usage rules — step 2
(Using individual workstations)

- Now write the following on the board.
  Use 1 Do you have a car?
  Use 2 Where's the car?
  Use 3 The car is killing the city.
  Use 4 I love cars. I love speed.
- Ask the learners (working in pairs) to look at the text again and to match examples from the answers in the MEC exercise to these examples.
- Give them five minutes then check all together. To check, project the completed exercise onto the board and go through it together, numbering each article accordingly. If possible, project the screen so that the examples you wrote on the board are still visible.
- The learners should have come up with:
  Use 1: gaps 4, 5 and 8
  Use 2: gap 10
  Use 3: gaps 1 and 6
  Use 4: gaps 2, 3, 7 and 9

5. Discussion
(As a whole class activity)

- According to your knowledge of your students, have a discussion about these categories of article use. Broadly speaking:
  Use 1: Indefinite article for introductory mention of a certain thing.

Use 2: Definite article for a certain thing which has been mentioned before or which is specific/explained and/or understood within the context of the speakers.
Use 3: Generalized, inclusive, typical or unique things (i.e. 'The car' = all cars or cars in general, and ditto with 'the city'.) with the definite article, usually singular. [Another way of looking at this is that it's always mentioned/understood/specific].
Use 4: No article for general plurals and for uncountable nouns.

6. Grammar focus work
(Using individual workstations, then groups)

- Split the class into three groups, A, B and C.
- Ask the As to open Grammar Reference Unit, *Articles: use of indefinite article* and work through it.
- Ask the Bs to open Grammar Reference Unit, *Articles: use of definite article*.
- Ask the Cs to open Grammar Reference Unit, *Articles: use of zero article*.
- If these resources are not part of your MEC course, the learners will first have to search for them. This is good practice for independent use of MEC, and a chance for you to check their searching skills.
- Give them five to ten minutes to work through the resource, then regroup learners into groups of three (one A, one B, one C). They then take turns telling each other what they've learned about article use from the Grammar Reference section.

7. Follow up
(Using individual workstations, then as a whole class activity)

- You could now look at your chosen News Item. If it's not part of their MEC course, the learners will have to search for it using the Word and Phrase Search.
- Give the learners five minutes to skim through the text, and then ask them a few gist comprehension questions similar to those in Step 1 above.
- Now ask the learners to find one example of each of the article usage categories discussed earlier.
- Finally, ask the learners to write four sentences of their own about the News Item, each one with a different example of article usage.

8. Homework

A. Ask the learners to work through the two Grammar Reference Units that they didn't look at in Step 5 of the lesson.
B. Have the learners do the MEC exercise again for consolidation.
C. You could also give them a version of a News Item of your own with the articles gapped for them to complete.

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