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**Macmillan
English Campus**

Lesson Plans
*Pronouns
for cohesion*



Pronouns for cohesion



Campus Resource Title

Highway 101 Language Exercise
(British resource ID: MLG003061,
American ID: MLG011475)



Level

Level 5 (Upper intermediate)



Aim

Present and practise pronoun use for text cohesion.



Preparation

- You're going to divide your class into groups of three learners. Make a photocopy of the Philip Marlowe story (at the end of this Plan) for each group and cut it up into the sections shown.
- (optional) A picture of Philip Marlowe from the front of a book or a film poster (you could see if you can find one on the Internet) to project on the board/show to the class.
- (optional) Find another short, suitable reading, perhaps something linked to your coursebook, and rewrite it so that the pronoun references have been removed. For example, the Philip Marlowe story would look like this:

At San Diego I quickly hopped off the train and got into a cab. The driver wanted to know where I was going. I told the driver I didn't know. The driver and I then waited eight minutes for the girl to come out of the station.

The girl took a cab and the cab did a U-turn and then started north. My cab did the same. I had a little difficulty with my driver about the tail job.

'A tail job is something you read about in books, mister.'

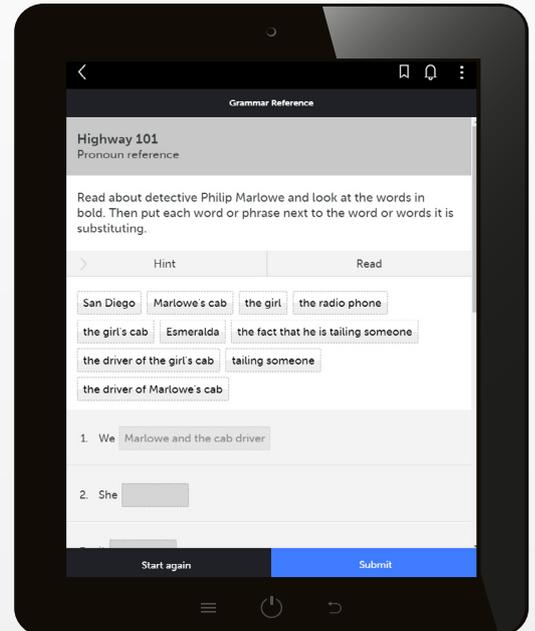
I passed the driver \$5 and my licence. The driver looked at the \$5 and the licence.

'OK, but I'm going to report the tail job,' the driver said. etc.



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!
- Your learners: Check your learners know how to complete a 'drag and drop' exercise.



1. Lead into topic

- If you can find one, have a picture of Philip Marlowe. Elicit his job (detective), era (1940s, 50s) country (USA) and perhaps the atmosphere of those kinds of books and films. Find out if anyone knows the name of the author of the books about Marlowe – Raymond Chandler. Ask what difference there is between detective work in those days and now.
- Put the following sentences on the board:

We walked a couple of blocks until we found a cab.

The police have put a tail on him.

Ask the learners what the underlined words mean. You could use the *Macmillan English Dictionary Online* to check the meanings if you have time.

Block – an area of buildings in a city with streets on all four sides.

Cab – taxi

Tail – follow someone (especially used connected with following a criminal)

2. Reading

- Split the class into groups of three learners. Give each group the cut-up sections of the Philip Marlowe story and ask them to piece the story together in the right order.
- When they have finished ask the learners how they decided on the order, what helped them? Let them explain that 'he picked it up' must refer to 'the radio phone'.

3. Campus exercise

3.1

(Using the IWB/Data projector in class)

- Open the exercise. Position the 'Read' box in the centre of the screen so the learners don't read the answers. The learners read the story and check their answers – did they put the story in the correct order?
- Correct order of story sections:

- 1 D
- 2 C
- 3 F
- 4 B
- 5 E
- 6 A

3.2

(Using the IWB in class or individual work stations)

- Ask the learners to notice that the word 'it' which they've already noted means 'the radio phone' is bold. Elicit that they have to match up the other words in bold with the words and phrases and ask them to complete the exercise. Check the answers.
- If you do this as a whole-class exercise in which you discuss the answers first, you could try covering the screen in one of the ways suggested above in Campus awareness.

4. Homework

(optional)

- Give the learners the story in which you have replaced the pronouns with nouns/phrases. Ask the learners to change the repeated nouns/phrases into pronouns or other nouns/phrases. Learners can compare their rewritten texts in the following lesson – whose is more natural? Then provide them with the original. How similar are the learners' ideas?
- Future writing tasks can then be looked at with pronoun reference in mind.

Philip Marlowe story to cut into sections

- A 'That's twelve miles north of here on the ocean front. Destination, unless changed en route – is a motel called Rancho Descansado.
- B 'You've lost the other cab,' I said. He turned left two blocks ahead. The driver handed me back my license. 'What do you think the radio phone is for?'
- C She took a cab and it did a U-turn and then started north. Mine did the same. I had a little difficulty with my driver about the tail job.
- D At San Diego I quickly hopped off the train and got into a cab. The driver wanted to know where I was going. I told him I didn't know. We then waited eight minutes for the girl to come out of the station.
- E He picked it up and began to talk into it. He turned left at Ash Street to Highway 101 and we merged with the traffic and kept going at a peaceful forty. 'You don't have a worry in the world,' the driver told me over his shoulder. 'The passenger's going to Esmeralda.'
- F 'That's something you read about in books, mister.' I passed him \$5 and my licence. He looked them over. 'OK, but I'm going to report it,' he said.