Articles and things

1 Fill in the missing article/delete an unnecessary one in each sentence.
   1 Be careful! Road outside is icy and really slippery.
   2 This is itchy jumper! It’s really irritating my skin!
   3 The Oxford Street in London is full of very tempting shops.
   4 I’ve just read a book by the Amy Tan - it was brilliant book.
   5 This is really soft pillow - I’ll sleep well tonight.
   6 Surface of that table looks very shiny.
   7 I love a jeans which are stretchy because they’re much more comfortable to wear.
   8 We adore living in country... it’s so quiet and tranquil most of the time.

2 Look at the words in the box below. They are all inventions.

Running machine    mobile phone    vacuum cleaner    kettle
portable CD player    umbrella    central heating    alarm clock

In pairs, answer the following questions.
1 Describe each of the inventions in one sentence using some of the adjectives from page 37 of the Student’s book if they’re relevant.
2 Which two inventions could you not do without? Why?
3 What do you think people did before each of these things were invented?

3 Compare your answers with the pair next to you.
**Articles and things**

**TEACHER’S NOTES:**

**Aim:** to provide further practice of articles and talking about materials, possessions and inventions. This worksheet is designed to be used in conjunction with unit 3.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

1. Tell students to read the sentences and fill in the correct article or delete the extra article. Give students time to compare answers before eliciting them from the class.

   **Answers:** 1 The road outside ... 2 This is an itchy jumper! 3 Oxford Street (delete ‘The’) 4 delete ‘The’ in front of Amy Tan, and add: it was a brilliant book 5 a really soft pillow 6 The surface of that table ... 7 delete ‘a’ before jeans 8 add ‘the’ before country

2. Get students to read the inventions in the box and then answer the questions below in pairs. Monitor as they work to check that they are confident describing the inventions and discussing them. There should be as much discussion as possible. Direct students to their Student’s book, page 37 and encourage them to use those adjectives where appropriate.

3. Regroup students to that two pairs are working together. Get the pairs to take turns to discuss their answers and encourage the listening pair to ask follow up questions. Get feedback from the various groups at the end.