

## CONSOLIDATION 1: UNITS 1–2



### Introduction

The aim of the consolidation units is for Ss to **review** and practice the grammar, vocabulary and pronunciation from the previous two units in a different context. The context for this consolidation unit is a music festival.



### READING AND GRAMMAR

**1A** Direct Ss to the pictures and ask them one or two questions, e.g., *Who's she? Who's he? Where are they?* then put them in pairs to talk about their ideas. In feedback, establish that the people are at a *music festival* and that a *fan* is someone who likes music a lot. You could elicit examples of other types of festivals, e.g., *movie/food/wine/comedy festival* and ask Ss which of these they have in their city/country, and when/where they are. (Note: Keep this brief, as Ss have time to discuss music festivals in Ex. 1D.)

#### Culture Notes

Attending music festivals is a popular summer weekend activity in many countries. The larger festivals last for several days and feature famous and less well-known bands playing at different times during the day. The festivals often take place in large open spaces, where there is room for people to camp, and there are food and drink stands available on the site. Probably the best known festival in the U.S.A. is the Coachella Valley Music and Arts Festival, which takes places over two weekends in April.

**B** Focus Ss on the three messages and establish that they are written by people at a festival, e.g., messages on social media, text messages, messages on notice boards. Tell Ss to read quickly, just to find the names. Reassure Ss that they will read the messages in detail later. You may want to check the following words, or deal with them in Ex. 1D: *a mix of* (e.g., a city that is a mix of old and new buildings), *traditional and modern* (opposites, give examples of traditional and modern music), *concert* (where you go to listen to live music).

**Answers:** A Katja B Lukas C Azra D Fifi E Bruno

**C** Show Ss how to find the information about the example, i.e., scan the texts looking only for numbers until they find the correct one. They could work in pairs to help each other with the rest.

**Answers:** 217 room, Katja and Lukas 443-908-9442 phone, Jasmine 24 age, Azra 1 age, Fifi

**D** Put some prompts on the board and either spend a few minutes discussing them as a class, or put Ss in small groups to talk about them:

- names of music festivals—where?
- types of music—traditional/modern/rock/jazz/opera, etc.?
- are they good?
- who's a music fan in the class?

#### Optional Extra Activity

Broaden the discussion activity to include all types of festivals: music, food, wine, movie, art, comedy. Put Ss in groups and the following prompts on the board:

- names of festivals—where?
- when?
- type of (music/food/wine/movie/art/comedy)?
- good?
- which is the best?

Ask people from different groups to report back to the class so they can compare their ideas and opinions.

**2A** Look at the example and elicit/point out that the questions are about the messages in Ex. 1. Remind Ss that they need a capital letter if a word is at the beginning of a question. Give Ss a few minutes to complete the questions working alone.

**Answers:** 2 Is 3 his 4 is/s 5 her 6 Are 7 they 8 How (it is not used)

**B** To help Ss with pronunciation, you could start by saying the questions yourself for Ss to repeat in chorus and individually. Then put Ss in pairs to ask and answer. Monitor and listen for good pronunciation and language use, as well as problems, so you can give praise and deal with problems in feedback.

**Answers:**

- 2 No, he isn't. He's an office worker.
- 3 Yes, she is.
- 4 She's from Bogotá, Colombia.
- 5 It's tonight at 8:00 p.m.
- 6 No, they're not. They're dogs.
- 7 Yes, they are.
- 8 He's four.

**3** Establish that these messages are from different people who are also at the music festival.

**Answers:** 2 're 3 is 4 isn't 5 are 6 Are 7 are 8 are

#### Optional Extra Activity

Write the following questions on the board for Ss to answer:

*Is the group of students from Russia?*

*Is it their first time at the festival?*

*Is their hotel nice?*

*Are Jeff and Robin in room 112?*

*Is Arturo at the HJ Hotel?* (Note: the answer here is *I don't know*.)

Put Ss in pairs to ask and answer the questions.

For **stronger classes** you could just write the following prompts:

*the group of students / Russia?*

*they at the festival / the first time?*

*their hotel nice?*

*Jeff and Robin / room 112?*

*Arturo / the hotel?*

### LISTENING

**4A** Focus Ss on the name *Morelli* and ask them *Where's Morelli from?* Elicit the phrase *I think Morelli's from (Italy)* or *I think Morelli's (Italian)*, then put Ss in pairs to say what they think about the other names. Have a brief discussion with the whole class.



**B** Tell Ss to listen and write the nationality adjective next to each name. For **weaker classes** you could write the adjectives on the board in random order, so Ss just need to choose and copy the correct one as they listen: *English, Colombian, Japanese, Australian, American, Canadian*. Play the recording, then give Ss time to compare their answers in pairs.

**Answers:** Morelli—American Haru—Japanese  
Fatimah—English Takahashi—American Churchill—Australian  
Gonzales—Colombian

**C** Check that Ss know they only need to write the letter, not the whole word. Play the recording again and give Ss time to compare answers.

**Answers:** 1 M 2 F 3 D



**D** Put Ss in pairs to decide on the missing words, then play the recording again for them to check their answers.

**Answers:** 1 good 2 first 3 eat 4 US, sorry

## Optional Extra Activity

Ss invent a new identity for themselves (first name, last name, nationality, city). Direct Ss to the audio script on p. 155 and tell them to choose one of the conversations, then act it out, substituting their new identity information in the appropriate places. Monitor and ask one or two pairs who did well to act out their conversation for the class.

## Consolidation 1 Recording C1.1

### Conversation 1

**A:** Hello, I'm Tony Morelli.

**B:** Hi, I'm Haru Nakamura.

**A:** Nice to meet you.

**B:** You too. Is Morelli an Italian name?

**A:** Yes, it is, but I'm American.

**B:** I see.

**A:** And are you from China?

**B:** No, Haru is a Japanese name. My parents are from Japan. It's good music, yeah?

**A:** Yeah, it's good. The singer is my friend ...

### Conversation 2

**A:** Hi, I'm Fatimah.

**B:** Hello, my name's Terry. Terry Gonzales.

**A:** Nice to meet you.

**B:** You too. Is Fatimah your last name or your first name?

**A:** It's my first name. It's an Arabic name.

**B:** Oh. Where are you from?

**A:** My father's from Egypt, but I'm English. And you? Is Gonzales a Spanish name?

**B:** Yes, it is, but I'm not from Spain, I'm from Colombia.

**A:** Oh, where in Colombia?

**B:** Bogotá.

**A:** Hey, I'm hungry.

**B:** Me too. Let's go and eat something.

**A:** Good idea. So, what ...?

### Conversation 3

**A:** Brad Churchill, nice to meet you.

**B:** Sue Takahashi. Nice to meet you, too.

**A:** Your English is very good!

**B:** Thanks, but I'm from the U.S.

**A:** Oh, I'm sorry. But Takahashi is a Japanese name.

**B:** Yes, my family is from Japan, but I'm American.

**A:** Ah. Yes, my name's Churchill, very English! But I'm Australian, from Sydney.

**B:** Oh, I know Sydney.

**A:** Really? Hey, let's go and have a coffee.

**B:** OK, yeah I ...

## SPEAKING

**5** Give Students A time to find their table and tell Ss not to show their partner the information. Establish that they should ask questions to get the information they need to complete the table and give them a few minutes to think about the questions. Circulate and help (you may need to check the meaning and pronunciation of *nurse* with As, so they can explain it to Bs when the time comes). Tell the pairs to start asking and writing down the information, and monitor and make a note of anything you need to deal with in feedback.

**6A** Focus Ss on the example and tell them to complete five circles with information about three people, writing the information in random order. Point out that the information (ages, jobs, etc.) should be mixed up, so that partners will need to ask questions to find out which information refers to each person. While Ss are writing their notes, draw five circles on the board and write the information about three members of your family in random order.

**B** Start by demonstrating the activity with the class, inviting different Ss to ask you questions about your circles and answering Yes ... or No ... Ss could do the activity in pairs or small groups. In feedback, you could ask a few Ss to tell the class something interesting they found out about their partner/someone else in the group.

## SOUNDS: /æ/ AND /ə/



**7A** Direct Ss to the pictures and point out that the symbols represent the sounds. Play the recording for Ss to listen to the sounds and the words. You may also want to show Ss how the shape of the mouth is different for the two sounds: open, like a big smile for /æ/, and relaxed, nearly closed for /ə/. Play the recording again for Ss to repeat.



**B** Point out that Ss need to look at the underlined syllable when they decide which group to put the words in. Pause the recording if necessary to give Ss time to write.

### Answers:

/æ/ taxi, actor, nationality, understand, happy

/ə/ teacher, doctor, England, computer, daughter (Note: *actor* and *understand* could also be in this group)

**8A/B** Put Ss in groups of 3–4 to help each other with these words. Tell them to practice saying the words aloud to each other, so they can hear which syllable has the sound in it.

### Answers:

/ə/ children, seven, Internet, television, India

/æ/ family, actress, bank, capitals, manager

## Optional Extra Activity

To give Ss more practice in distinguishing between the sounds /æ/ and /ə/, write the following words from the consolidation unit on the board, and ask Ss to divide them into two groups.

Scotland fan festival cats Jasmine  
concert black brother

### Answers:

/ə/ Scotland, festival, concert, brother

/æ/ fan, cats, Jasmine, black

## Homework Ideas

Workbook: Ex. 1–6, pp. 16–17

## Interviews and Worksheet

### Who's in your family?

In this video people talk about their families and friends. The authentic material recaps and consolidates key vocabulary and grammatical structures with the verb *be* that Ss can use for talking about important people in their lives.