

CONSOLIDATION 2: UNITS 3–4

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 favorites.

SUPPLEMENTARY MATERIALS

Ex. 4C: be prepared to talk about your favorite categories.

Ex. 5C (optional extra activity): prepare a matching handout to review verb + noun combinations (see notes).

LISTENING AND GRAMMAR

1A Start by checking *favorites*, i.e., the things you like the most, and *bookmarks*, another word for *favorites* on the computer, for saving links to websites. Then check *icon* (a small sign or picture, e.g., on a computer or phone screen) and put Ss in pairs to match the words to the icons A–F. As you check the answers with the class, elicit two or three examples for each icon, e.g., *people*–friend, sister, boss; *clothes*–dress, jacket, shoes; *cafés*–names of local cafés that Ss know, and so on.

Answers: A places B people C websites D clothes E movies

B Demonstrate the example with a student, then put Ss in pairs. Tell them to give an example from each icon at least twice.



2A Tell Ss to write the list of icons from Ex. 1A in their notebooks and write a number from 1–6 next to each one when they hear them. You could play the first part of the recording and tell Ss to say “Stop!” when they hear the woman mention the first icon (people). Then play the rest of the recording. Vocabulary to check: *meet* (e.g., *I meet my friends at the café*), *traveler* (someone who travels a lot), *ice cream* (simple board drawing), *love* (e.g., *I love ice cream*).

Answers: 1 people 2 places 3 clothes 4 websites 5 cafés
6 movies

B Play the first part of the recording again for Ss to hear the three people mentioned (e.g., Alicia, Keith and Monique), then play the rest of the recording. Give Ss time to compare their answers in pairs before checking with the class.

Answers: Cafés–1 Clothes–1 Movies–2 Places–3 Websites–1

3A Go through the example with the class, then give Ss a few minutes to complete the sentences, working alone. Then Ss can compare their answers in pairs before checking with the whole class.

Answers:

- 2 William says Alicia is beautiful.
- 3 Beth knows Keith from college.
- 4 Beth and Monique aren't friends.
- 5 Beth has a red party dress.
- 6 She likes the new website.
- 7 She goes to the Gelatino Café every day.

B Ss can either check the audio script or you could play the recording again. Ask Ss what the corrected sentence should be.

Answers: Sentence 7 is false. Correct answer: *She doesn't go to the Gelatino Café a lot.*

Consolidation 2 Recording C2.1

A: So if I press this ...

B: Beth, who's that?

A: These are my favorite people.

B: That woman. She's beautiful.

A: William! That's my sister, Alicia. Watch it!

B: Your sister? Oh ... who's that then?

A: That's Keith. He's a good friend from college.

B: Do you meet a lot now?

A: No, but we email each other every day.

B: And this?

A: Monique, from work.

B: Are you friends?

A: Not really. But I like her a lot.

B: And if I press this ... Oh, look!

A: Yeah, Paris ...

B: ... Cairo ... and the Great Wall of China. Big traveler!

A: Yeah, then here ...

B: Hey, nice dress.

A: You know that dress. My black party dress.

B: Yeah, I like that dress. Oh, you like the BBC.

A: Yeah, the website's great for the news.

B: Let's look at ... What's this? Ice cream?

A: Yeah, from the Gelatino Café. I love it. But I don't go there a lot.

B: And what's this?

A: Johnny Depp.

B: Is he one of your favorite people?

A: No, but *Pirates of the Caribbean* is one of my favorite movies.

B: And here's another movie. *Pirates of the Caribbean II*. Johnny Depp again and here's ...

A: OK, that's enough ...

SPEAKING

4A You could draw the table on the board and demonstrate choosing three categories for yourself, pointing out that Ss need to choose categories where they can think of the names of several things or people to include.

B Tell Ss that for most categories they simply need to write a name, e.g., *Erica*, *Bar Italia*, *Prague*, *Star Wars*, etc. For *music* they could write the name of a band or a type of music, and for *animals* the name of a pet or a type of animal. For *clothes* they need to write the items, e.g., *black jacket*. Tell them that they also need to be able to explain why each thing/person is a favorite.

C Demonstrate this by choosing a student to ask you about your favorites. Ss can then walk around the class and talk to (three or four) different people. Monitor the activity carefully and write down examples of good language use and any problem areas for praise and correction later. In feedback, you could ask Ss if they found anyone who had the same favorite as one of theirs, e.g., *Yes, Monica. We both like Tino's Café because the chocolate cupcakes are very good!*

Alternative Approach

Ss write one sentence in their notebooks about each favorite item from the table, but don't write the name. In pairs, Student A shows Student B their favorites and reads one of their sentences. Student B guesses which favorite item the sentence is about, e.g.,

A: *It has very good Greek food.*

B: “*Sofie's*”?

A: Yes!



READING AND GRAMMAR

5A You could elicit/remind Ss that Alicia is Beth's sister and Keith is her friend from college. Tell Ss to read the texts quickly, just to find out what their jobs are, what their favorite thing about their job is and what they don't like. Vocabulary to check: *alone* (contrast simple board drawings of person standing in a group and person standing alone), *difficult* (mime trying to do a difficult sum), *a typical day* (usual, like every day), *welcome* (act out welcoming a student), *check* (act out checking someone's name on a list).

Answers: Keith is a taxi driver. Alicia is a hotel receptionist. Favorite things about the job: Keith—the people, Alicia—every day is different.

B Go through the example with the class then give Ss a few minutes to find the answers.

Answers: 2 K 3 A 4 A 5 A 6 K

C Ss could work in pairs to write the questions, or work alone and compare answers in pairs.

Answers:

- 2 Do you work in an office?
- 3 Do you talk on the phone (a lot)?
- 4 Do you use a computer in your job?
- 5 Do you work in the evenings?
- 6 Do you drive a lot in your job?

Optional Extra Activity

Review some of the verb + noun combinations from the texts, so that Ss can use them in Ex. 5D and Ex. 6. Prepare the following matching activity on a handout or on sets of cards (one set per pair of Ss):

- | | | | |
|----------|-----------|-----------|--------------------|
| 1 work | 4 welcome | a) people | d) people's names |
| 2 answer | 5 check | b) alone | e) around the city |
| 3 get | 6 drive | c) tired | f) the phone |

When Ss have matched the verbs and nouns, they could fold the handout in half or turn over some of the cards so they can only see half of the combination, then try to remember the whole phrase.

Answers: 1 b) 2 f) 3 c) 4 a) 5 d) 6 e)

D/E You could do an example comparing your day to Keith's and Alicia's. If Ss don't work, they could invent a job, or talk about their parents' or friends' jobs, or you could give them a job. When Ss have finished, ask two or three pairs to tell the class their answers.

SPEAKING

6A Put Ss in groups of three or four. Tell them to write their list of jobs on a large piece of paper that everyone in the group can see.

B Elicit/Remind Ss of some of the questions they could ask (only yes/no questions), e.g., *Do you work alone/at night/in an office? Do you answer the phone? Do you take people's money? Do you have special clothes? Do you like your job?*

When a student thinks they've guessed the job, they ask *Are you a ...?* Monitor the activity carefully so you can give Ss feedback on their use of vocabulary and pronunciation.

SOUNDS: /s/ AND /z/



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 that they need to "use their voice" to make /z/: if they put their hands over their ears and make /z/ they should hear their voice in their heads, whereas with the sound /s/ there is no voice. Play the recording again for Ss to repeat.



B You may want to ask Ss to predict which group the words belong to before they listen.

Answers:

/s/ sandwich, sports, this
/z/ has, dollars, drives

8A Go through the example with the class, then put Ss in pairs to complete the exercise.

Answers: 2 Tom's 3 cars 4 it's 5 bags 6 likes



B Pause the recording if necessary while Ss are checking their answers.

C You may want to go through these rules with the whole class or, with **stronger classes**, give Ss the opportunity to work out the rules in pairs.

Answers: 1 /s/ 2 /s/ 3 /z/

9A You could go through the first sentence with the class, as an example.

Answers:

- 1 My son lives near the sea and the mountains.
- 2 The lamps and the clocks are in the rooms near the beds.
- 3 Can I have six eggs, please?
- 4 Sue emails her parents on Sundays.

B Encourage Ss in pairs to read the sentences aloud to each other, so they can hear how the "s" is pronounced.

Answers:

- 1 My son lives near the sea and the mountains.
/s/ /z/ /s/ /z/
- 2 The lamps and the clocks are in the rooms near the beds.
/s/ /z/ /s/ /z/ /z/
- 3 Can I have six eggs, please?
/s/ /z/ /z/
- 4 Sue emails her parents on Sundays.
/s/ /z/ /s/ /s/ /z/



C You may want to pause the recording for Ss to repeat the sentences in shorter "chunks".

Homework Ideas

- Ss write two sentences about one favorite from each category in Ex. 4, beginning: *One of my favorite (places) is ... I like/love it because ...*
- Workbook:** Ex. 1–5, pp. 29–30

Interviews and Worksheet

What do you do for fun?

In this video people talk about their lifestyles: what they like to do with their friends or on their own. The material provides authentic usage of the present simple which is the focus of lesson 4.1 and lesson 4.2, as well as recycling vocabulary for talking about leisure activities.