

## CONSOLIDATION 3: UNITS 5–6

### 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 problems.



### SUPPLEMENTARY MATERIALS

**Ex. 1A:** take in some examples of “advice column” pages from a magazine or website.

**Ex. 5A (optional extra activity):** prepare prompts on cards (see notes).

### READING AND GRAMMAR

**1** Start by brainstorming some examples of problems, e.g., that you might read about in the “advice column” page of a magazine or website (you could take in some examples of these). You could put some categories on the board and ask Ss to think of one or two problems for each category, e.g., *work, family, money, relationships, health*. Then put Ss in pairs to talk about the question. You could encourage them to report back to the class afterward, using adverbs of frequency, e.g., *I sometimes talk to one or two friends about it; I often think about it alone*.

**2** You could suggest that Ss cover the answers while they read the problems and first think about the answer they would give to each person, then match the answers to the problems and see if any of their own ideas were similar.

**Answers:** a) Rob's problem b) Layla's problem c) Jon's problem

**3A** Point out that there are two questions for each of the three people in the text in Ex. 1, so that Ss can refer back to the content.

**Answers:**

- 1 b) Does he go out in the evenings?
- 2 a) Does Layla buy the food?  
b) What does her husband do at home?
- 3 a) Is there a problem with planes?  
b) When does Rob go on vacation?

**B** For *stronger classes*, you could ask Ss to cover Ex. 2B and write their own answers to the questions first, then they can compare the two versions. Ss could also practice asking and answering the questions in pairs.

**Answers:** 2–2 a) 3–3 a) 4–1 a) 5–2 b) 6–1 b)

### Optional Extra Activity

Working in pairs, Ss invent two more problems and write about them on two pieces of paper (two or three sentences each), putting their names at the end of the problem, as in the texts in Ex. 1B. Circulate and help while Ss are doing this, then collect in the problems and redistribute them so that all the pairs have two new problems to read about. Ss then write their answers and send them back to the pair who wrote them. Some of the pairs can then read out their problems and the answers they got to the class and say what they think of the answers.

### LISTENING AND GRAMMAR



**4A** You could play the first conversation for Ss to confirm that it's in a café. Then play the rest of the recording.

**Answers:** 2 newsstand 3 ATM 4 Internet café  
5 drugstore

**B** Before you play the recording again, give Ss a minute or two to read through the alternatives. Vocabulary to check: *ill* versus *well*.

**Answers:** 1 another coffee 2 doesn't have, doesn't buy  
3 doesn't have money, She 4 three, goes to another computer  
5 ill, doesn't buy

### Consolidation 3 Recording C3.1

#### Conversation 1

**A:** Excuse me.

**B:** Yeah.

**A:** There's a problem with my coffee. It's cold.

**B:** Oh, sorry. Let me get you another one.

**A:** Thanks.

#### Conversation 2

**A:** Do you have *The New York Times*?

**B:** Sorry, we don't. We usually have it, but not today.

**A:** Oh. Well, do you have any other newspapers in English?

**B:** We have *The Times*.

**A:** That's a British paper, yeah?

**B:** That's right.

**A:** Hmm, no thanks. I really want an American paper.

#### Conversation 3

**A:** OK, let's get some money out.

**B:** What's the problem?

**A:** It says there isn't any money in the machine.

**B:** Oh, no.

**A:** Maybe it's because it's a holiday. Look, I have some money. Let's go to Salvatore's café. It isn't expensive.

#### Conversation 4

**A:** Excuse me.

**B:** Is there a problem?

**A:** Yes, I'm in number three and the computer's broken.

**B:** Let me see. Ah, yes, there's a problem. Please try number five.

#### Conversation 5

**A:** Can I help you?

**B:** Yes, I'm not very well. I'm very hot and I'm tired all the time. Do you have something to help?

**A:** These are good. Go home and go to bed.

**B:** How much are they?

**A:** Five dollars.

**B:** Five dollars. Hmm, no thank you.



## SPEAKING

**5A** Put Ss in pairs and give them a few minutes to choose a conversation and practice it.

**B** Demonstrate this by playing the first conversation while Ss follow it in the audio script. Ask them to call out “Stop!” when they want to suggest a keyword: if the rest of the class agrees, write the keyword on the board and continue until you have a list of 6–8 words for the conversation. Tell Ss to choose a different conversation and write keywords. Circulate and help.

**C** Monitor this practice carefully so you can give Ss feedback on their language use.

**6A** Go through the example with the class, then give Ss time to choose a place and think of a problem.

### Optional Extra Activity

Give Ss the following prompts on cards to pick up and look at if they need help (either one set of cards for Ss to come and choose from at the front of the class, or one set of cards per pair):

- 1 café  
2 customer, waiter  
3 you have chicken soup, you want vegetable soup
- 1 newsstand  
2 customer, store clerk  
3 you want soda; they have it, but it's a big bottle (you want a small bottle)
- 1 drugstore  
2 customer, assistant  
3 you're ill; you don't have money
- 1 ATM in a bank  
2 customer, bank assistant  
3 your card is stuck in the machine
- 1 snack bar  
2 customer, waiter  
3 you have a sandwich with white bread, you want whole wheat

**B** Encourage Ss to practice their conversation two or three times, asking you for help with any words/phrases they're not sure of, so that they feel confident to act out their conversation in a group.

**C** Ss could work in groups of six, or in a smaller class, act out their conversations in front of the whole class. The other Ss guess the place and say why they think it's that place. Make notes of some good examples of language use so you can give Ss praise when they've finished.

## SOUNDS: /ð/ AND /θ/



**7A** Direct Ss to the table and point out that the symbols represent the sounds. Play the recording for Ss to listen to the sounds and the words. You could also show Ss that to make the two sounds, their tongue needs to touch the bottom of their top teeth (demonstrate that if their tongue touches the roof of the mouth instead, the sounds produced will be /s/ and /z/).



**B** You may want to ask Ss to predict which group the words belong to before they listen. You could pause the recording after each group of words and ask individual Ss to repeat them, rather than Ss repeating in chorus. This will give you more opportunity to correct their pronunciation of the “target” sounds.

### Answers:

/ð/ father, with, these, together  
/θ/ monthly, thirsty, think, thirteen



**8A** Tell Ss they will hear each word twice on the recording, but only one has the correct pronunciation. You could do the first word as an example with the class.

**Answers:** 1 a) 2 a) 3 b) 4 b) 5 b) 6 a) 7 a) 8 b) 9 a) 10 b)

**B** Give Ss time to practice saying the sentences several times. This should be kept light-hearted.

**C** You could set this up as a race and see which pair finishes first. Then Ss can demonstrate saying the sentences fast for the whole class.

### Homework Ideas

- Ss email three or four other Ss from the class with an invented problem and answer each other's problems. Then they choose the answer they think is best and email that person to tell them.
- **Workbook:** Ex. 1–4, pp. 42–43

### Interviews and Worksheet

#### How do you get to work?

In this video people talk about their journeys to work. The material reviews and extends vocabulary around the topics of transportation and travel. Ss can also listen to and review expressing opinions about journeys (*I love/like/hate*, etc.).