

## CONSOLIDATION 4: UNITS 7–8

### 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 murder mystery story.

### READING AND GRAMMAR

#### Warm Up

Use the pictures (tell Ss to cover the rest of the page) to check the following vocabulary: *a hotel, play tennis, listen to the radio, a cleaner, a body/a dead person, kill someone*. Then put Ss in pairs and tell them to think of a story that connects all these things. Give them a few minutes to make notes (reminding them to use the past to tell the story), then put the pairs together into groups of four to tell each other their stories. Invite one pair from each group to tell the rest of the class their story.

**1A** Give Ss a minute to skim the article and find the answer to the question.

**Answer:** Someone killed him./He died.

#### Optional Extra Activity

Write/Display the following questions on the board for Ss to answer as they read the text again:

- Where is the hotel? (New Jersey.)
- What did Rose Green do? (She found the body.)
- Was Jim Black rich? (Yes, very rich.)
- Did he die in the hotel? (No, behind it.)
- When did he die? (Between ten o'clock and midnight.)
- Who's Carla? (Jim's wife.)
- Who's Mike Brown? (Jim's business partner.)

**B** Establish that the police *interview* Mike and Carla and take their *statements*. Elicit some examples of questions they might ask (e.g., *Where were you between ... and ...?*) then give Ss a few minutes to complete the questions, working alone.

**Answers:**

- Did you see Jim yesterday afternoon?
- Did you have dinner with Jim and Carla?
- What time did you go to your room?
- Where were you between ten o'clock and midnight?

**C** Check that Ss understand *witness* (someone who sees a crime or, as in this case, says what they know about a crime). Tell Ss to find the answers to the questions in the statement and answer them as if they are Mike.

**Answers:** 1 Yes, we were. 2 Yes, I did. 3 Yes, I did.  
4 At ten o'clock. 5 In my room.

#### Optional Extra Activity

Ss role-play the interview between a police officer and Mike Brown. They could add one or two extra questions of their own, e.g., *Did you talk to Jim at dinner? What time did you go to bed?*

**2A** Give Ss a few minutes to complete the statement, working alone.

**Answers:** 2 were 3 weren't 4 didn't like 5 played 6 walked  
7 went 8 wrote 9 came 10 didn't talk 11 met 12 had  
13 wanted 14 was

**B** Give Ss time to find the differences on their own.

**Answers:**

- Mike:** Jim Black was a good friend.  
**Carla:** They weren't friends. Mike didn't like Jim.
- Mike:** At half past three, we went to our rooms in the hotel.  
**Carla:** Jim came back at six.  
They also both say that the other person killed Jim.

**C** Ss could discuss what reasons each person possibly had for killing Jim, and who they think did it at this stage. Possible reasons: Carla wanted his money; Carla thought he had another woman; Mike wanted his part of the business; Jim discovered that Mike took money from the business and Mike wanted to "silence" him; Mike and Carla were in love and killed Jim together.

### LISTENING AND GRAMMAR



**3A** Draw a clock face on the board and briefly review how to tell the time: *o'clock, quarter past, half past, quarter to*, also *ten to ten past*. Give Ss time to read through the information in the table before you play the recording. Ss can compare answers in pairs.

**Answers:** 1 b) 3:30 2 10:00 3 10:00–11:00 4 a) 10:00  
4 b) 10:15 5 10:30

**B** Before you play the recording again, give Ss a minute or two to read through the statements. As you check the answers, elicit any differences between what these witnesses said and Mike and Carla's statements, e.g., *Carla said she danced with Jim from 10:00 to 11:00, but the waiter says she danced with one of the men from 9:30 to 10:00, before Mike left the restaurant; the guest says the radio was on in Jim and Carla's room at the time Carla said she danced with Jim.*

**Answers:** 2 T 3 F 4 F 5 T

**C** Ss could discuss this as a class. The most likely answer is that it was Carla, in a man's clothes.

### Consolidation 4 Recording C4.1

1

My name's Sara. I'm the receptionist in the hotel. Mr. Black and Mr. Brown went out yesterday afternoon at a quarter to two. They came back together ... at about half past three, and they went to their rooms.

2

My name's Alan. I'm a waiter in the hotel restaurant. I was in the restaurant last night. There were two men and a woman in the restaurant all evening. One man and the woman danced for about half an hour—from half past nine to ten o'clock. They all left at ten o'clock.

3

I'm a guest in the hotel. My room is on the right of Mr. and Mrs. Black's room. Their radio was on last night from about ten to eleven. It was very noisy!

4

I'm the night receptionist. Mr. Black went out at ten o'clock. He said he wanted to take a walk. Then at a quarter past ten, another man went out. I didn't see him very well. Maybe it was Mr. Brown. I don't know.

5

My name's Mary White. I'm a guest in the hotel. I came back from the town at about half past ten. I saw a woman in front of the hotel. She had men's clothes: a man's jacket, a man's pants and a man's hat. I was surprised, you know. A woman in a man's clothes. Was there a party or something?

## SPEAKING

**4A** The idea of this role-play is that Students A and B provide an alibi for each other by saying they were together somewhere else at the time of a robbery. The “police” try to find differences between their stories, to prove that they were the robbers.

Put Ss into groups of at least four: the two suspects (students A and B) and at least two police officers (there could be up to six police officers, i.e., groups of up to eight).

Direct Ss A and B to p. 149 and tell them to read the information and start preparing their answers. If possible, they should go out of the room to prepare their story, but if this isn't practical, divide the classroom and ask all the As and Bs to move to one side so the other people in their group (the police officers) can't hear them.

At the same time, the police officers read the information and put the four questions in order.

## Answers:

- 1 What time did you arrive at the restaurant?
- 2 What was the restaurant's name?
- 3 What did you eat?
- 4 How much did it cost?

**B** You could give the police some prompts to help them to write further questions: *what/drink? a lot/other people/restaurant? waiter/waitress? time/leave? do/next?* In the meantime, check that Ss A and B are preparing their story and emphasize that it must be exactly the same because the police will question them separately. Prompt them with ideas about other things the police might ask about.

**C** Divide each group of police officers in half: they question Student A and Student B at the same time, then swap, so that both groups of police officers have questioned both suspects.

**D** The police officers work together to compare A's and B's answers, and decide if they are the robbers. Ask the police from the different groups to report back to the class about their decisions, and see which robbers got away with it!

## SOUNDS: /ʌ/ AND /ʊ/



**5A** 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 could also show Ss that to make /ʊ/ their mouth is rounded with lips pushed forward, then for /ʌ/ their jaw needs to drop.



**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:

- /ʌ/ month, country, hungry, color  
/ʊ/ good, cook, look, full

**6A/B** Look at the example with the class, then put Ss in pairs to work out the answers. Alternatively, you could put Ss in teams and run this as a competition, writing/reading out one section at a time (Ss close their books).

## Answers:

brother, husband, son  
bus  
Russia  
Sunday, Monday  
one  
football  
good book  
push, pull  
July  
sugar

## Homework Ideas

- Ss write Carla's confession: why she killed Jim and how she did it.
- Ss write an email from Sara, the receptionist at the hotel, to a friend or family member, telling them about the events of the past two days, i.e., the dead businessman, the police interviews, etc.
- **Workbook:** Ex. 1–6, pp. 55–56

## Interviews and Worksheet

## Where did you go on vacation last year?

In this video people talk about the vacation they had last year. They describe vacation activities and say whether they enjoyed themselves. The material consolidates the use of the past simple (regular and irregular verbs), lifestyle vocabulary and phrases for expressing opinions.