

CONSOLIDATION 5: UNITS 9–10

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 Ss' progress in English so far and plans for improving their English in the future.

SUPPLEMENTARY MATERIALS

Ex. 4A: prepare strips of paper with ideas to help Ss (see notes).

Warm Up

Tell Ss to close their books and write the title *What can you do in English?* on the board. Also write the following verb prompts and put Ss in pairs to think about what they can do: *talk about, describe, ask, answer, pronounce, tell, write*. Invite Ss to share their ideas with the rest of the class.

Suggested answers:

talk about (e.g., my job, travel), describe (e.g., a place, a possession), ask (e.g., someone's name and address, about someone's opinions), answer (e.g., about my likes and dislikes, about my family, about my plans), pronounce (e.g., the alphabet in English), tell (e.g., a story), write (e.g., an email to a friend, a quiz)

READING AND GRAMMAR

1A Before Ss start the questionnaire, check the following vocabulary: *count* (demonstrate), *order* (demonstrate), *routines* (things you do every day/week), *sound* (demonstrate *sound happy*, *sound sad*). Check that Ss understand when to put a check (✓), a question mark (?) or an (X) if they think they can't do it.

B Go through the example, then suggest a few different answers that Ss could give to their partner, depending on how confident they feel:

Yes, definitely.

Yes, but I need more practice.

I'm not really confident about that yet.

Not really.

Give Ss time to ask and answer all the questions: they could ask some of the questions in random order, so their partners can't predict which question is next and have to listen more carefully.

Ss could report back to the class about things they can both do, e.g., *We can both order food and drink in a café.* (Note: The position of *can* comes before *both*.)

C First, check that Ss understand *improve* (make better). Give them a few minutes to think about the skills and complete the sentences, working alone.

D Once again, Ss can see what they have in common.

2A To give Ss a simple reading task while they read the text, ask them which three things from the box in Ex. 1C the student writes about (Answer: reading, listening, pronunciation). Ss then work alone to substitute the pronouns and compare answers with a partner.

Answers: 2 her 3 me 4 she 5 us 6 they 7 We 8 them
9 them 10 my 11 him 12 their

B Give Ss a few minutes to discuss the questions in pairs, then invite them to share their ideas with the class.

Suggested answers:

- 2 The most important words in each sentence are stressed by the speaker, so this helps you to follow the overall meaning of the text.
- 3 You can imitate the person's pronunciation and try to match the speed, rhythm and tone, so you sound more natural.

LISTENING AND GRAMMAR

3A Tell Ss that the people are talking about areas of English they want to work on/improve, then play the recording.

Answers: 2 Speaking 3 Listening 4 Grammar 5 Writing

B You could ask Ss to work in pairs and discuss which alternative they think is best, before they listen again and check the speakers' answers.

Answers: 1 seven 2 write 3 coffee break 4 at the same time
5 write 6 day

C You could discuss this question with the class as a whole, and ask Ss to justify their answers.

Consolidation 5 Recording 1

1

I want to learn a lot of vocabulary, so I'm going to learn seven new words every day. I like reading, so I'm going to look at the New York Times news website and write down new words.

2

Speaking is a problem for me. In the coffee break, I'm not going to speak in my language. I'm going to speak in English. All the time!

3

I can't understand English very well, so I'm going to practice listening. I'm going to listen to my CD and read the audio scripts at the same time.

4

My grammar is bad. Very bad! I'm going to look on the Internet and do some extra grammar practice.

5

I want to improve my writing, so I'm going to write a diary every night, in English. I'm going to write about my day.

SPEAKING

4A As well as directing Ss to Ex. 3A for ideas, you could put the following prompts on strips of paper and pass them round the class for Ss to use if they match Ss' goals and appeal to them as a good idea:

- Read and write to an Internet forum about something you are interested in.
- Have a speaking partner in the class and speak English for ten minutes every day.
- Use the *speakout* CD to practice sounds.
- Watch the *speakout* interviews at home and read the audio script at the same time.
- Write new words in a vocabulary book.
- Read an easy book in English.

B Put Ss in groups of four or five to tell each other their plans. Monitor the activity and invite any student who has particularly good ideas to tell the whole class about them at the end.

5 Direct Ss to p117 and give them a minute or two to look at the game and the instructions. Then check the instructions by asking Ss about squares 1 and 2, e.g.

T: *What do I do for number 1?*

Ss: *You talk about your town/city or country for thirty seconds.*

T: *And for number 2?*

Ss: *You say and spell three transportation words.*

(Note: Tell Ss that they should use a watch or timer function on a cell phone to time the speaker for thirty seconds. Put Ss into groups of three or four to play the game.)

If you don't have any dice, tell each group to tear a small piece of paper into six pieces and write a number from 1–6 on each one. Then they can put the pieces of paper in an envelope or small bag and each person can pick a number when it's their turn. Ss can use a coin or other small object as their counter. Monitor the groups carefully and make notes of good language use and any problem areas for praise and correction later.

SOUNDS: /ɑ/ AND /ɜ/



6A 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 /ɑ/ their mouth is open (as if they're at the dentist's), and that for /ɜ/ the sound is like someone's reaction when they hear about something that sounds horrible to eat (e.g., spaghetti with chocolate).

B You may want to ask Ss in pairs 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:

/ɑ/ March, party, guitarist, father, pasta

/ɜ/ first, learn, girlfriend, work, circle

7A/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 clue at a time, e.g., *a yellow fruit with /ɑ/ that begins with a "b"* (Ss close their books).

Answers:

	/ɑ/
a country	<u>A</u> rgentina
a musical instrument	guit <u>a</u> r
the 3rd month	<u>M</u> arch
a form of be	<u>a</u> re
not near, but ...	<u>f</u> ar
a place to buy a drink	<u>b</u> ar
the opposite of soft	<u>h</u> ard
	/ɜ/
Berlin is there	<u>G</u> ermany
a color	<u>p</u> urple
a type of clothing	<u>s</u> hirt
a day	<u>T</u> hursday
a form of be	<u>w</u> ere
Give me water, I'm ...	<u>th</u> irsty
a number	<u>th</u> irteen/ <u>th</u> irty

Homework Ideas

- Ss write an email to a friend telling them about their plans for improving their English.
- Ss start a diary in English.
- Ss look at some websites in English and report back to another student, or to the class if there is another lesson after this one.
- **Workbook:** Ex. 1–4, pp. 68–69

Interviews and Worksheet

What did you want to be?

In this video people talk about their jobs and whether they like them or not. Ss can recap and extend their knowledge of vocabulary on the topic of jobs/work and leisure activities.

They can also practice listening to and review structures with the past simple.