

# Lesson 4

## Services

**Lesson 4**  
Service

Talking about Services  
63-75

Services (hire, recharge, emergency ...)

Falling Intonation (wh questions)

Wh Questions (do/does)

Adverbs of Frequency

Expressions

- What's her job?
- She's an employee.
- What time does it open?
- It opens at 8 in the morning.
- ... (I like to know your home address.)

## The *Gantt Chart* of Lesson 4

The activities of each lesson are expected to be done in four 75-minute sessions. Please find in the following what is expected to be done in each session.

The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25	→			
Session 2 (75 min)	Language Melody	25				
	Grammar (+ See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 4 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				



## ❁ Lesson 4: Services



### Conversation

- ❁ Listen to the conversation between Pedram and a tourist.

Tourist: Excuse me sir! Can you help me please?  
Pedram: What can I do for you?  
Tourist: I want a postcard, an envelope and a stamp.  
Pedram: Umm..., you can get them from a post office.  
Tourist: Where is the post office?  
Pedram: Actually it's near here. It's just round the corner.  
Tourist: Good! Thank you. What time does it open?  
Pedram: It opens at 8.  
Tourist: Thanks a lot!



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# 1

## conversation

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### Objectives

- Providing students with language input
- Presenting *language function* ‘talking about services’
- Presenting *new vocabulary*/expressions related to the theme ‘services’
- Rising students’ awareness towards ‘wh questions with do/does’

### Teaching Procedure

Use the cycle of pre-listening, listening, and post-listening to teach ‘conversation’.

#### Phase 1. Preparation (Pre listening)

##### Activating students’ background knowledge:

##### Introduce the topic, talk about ‘services’

1.1. *Brainstorming*: You can write the word ‘services’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.



1.2. *Researching*: Ask students to do a mini research on the word ‘services’.

Ask students to do research on how they can get the following services:

police

firefighters

emergency



**Use this technique in more proficient classes.**

1.3. *Reading*: You can bring short paragraphs about ‘services’ and ask students to read them. One sample is included here:

Many people work to give services to us in big cities. Workers keep the city clean. Policemen keep the city safe. Bus drivers get people to work. Doctors and nurses help sick people in the hospitals. We know all these people are important for our city. We thank them all.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *services*. If a video–projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies*: You can show a short movie to students about different services.

1.6. *Discussing*: The students may talk about *services* when they are doing the above activities.

### Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

envelope:	realia
corner:	board drawing, translation
post office:	explanation, translation, flashcard

### Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom–up and top–down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

- Ask students to listen carefully for the gist of meaning.
- You may write some questions on the board and ask them to listen and find their answers:

1. Does the boy want some money?
2. Who is helping the boy?

۱. پست خانه ساعت چند باز می شود؟
۲. آیا پسر ایرانی است؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Listen and decide about the job of the speaker

1. I work in an airport. I check all flights. I answer people's questions.
2. I work in a fire station. My job is putting out fire.

A receptionist

A firefighter

A policeman

B. Listen to the text. Write down the simple present tenses you hear.

Mr. Jim gets up early every morning. He gets dressed very quickly. He leaves his house at 6:30. He works in a bank. The bank is far from his house. He goes to work by metro. When he goes to work, the metro is full of people.

–Check students' answer when the listening is done.

–If necessary, replay the audio for students to check their answers.

### Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–*Display question: Is the man a tourist?*

–*Inference question: Does Pedram speak English?*

–*Opinion-gap question: Is there a post office near your house?*



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

**Pre-listening:** Ask students to look at the picture of the conversation and predict: what they are going to listen about services, what kind of services are described in the conversation, and where the conversation is taking place.

**Listening:** Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'stamp' to 'post' or 'postcard' to 'festivals'.

**Post-listening:** Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about services? How do they want to solve their listening problems?





### Practice 1 Talking about Services (1)

Listen to the examples. Then ask and answer with a friend.



- What is her job?
- Where is the post office?
- Who's that man?
- When is the break?

She's an employee.  
It's over there.  
He is a postman.  
It's at 9:30.



### Practice 2 Talking about Services (2)

Listen to the examples. Then ask and answer with a friend.



- What time does it open?
- When do they work?
- Who helps lost children?
- Where does she buy stamps?
- Why does he go to work by bus?
- How do you come to school?

It opens at 8 in the morning.  
They work from Saturday to Wednesday.  
The police help them.  
She buys them from a post office.  
Because it's fast and cheap.  
I take a bus.



## 2 Practice: Talking about Services (1) & (2)

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### Objectives

- Presenting instances of *language function* ‘talking about services’
- Helping students have *focused attention* on ‘wh questions with do/does.
- Providing opportunities for *repetition* of the *structure* ‘wh questions with do/does’.
- Helping students use the structure correctly.
- *Giving feedback* to students if they make mistakes

### Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *services*. Let them know what each turn means.
- Let them know what the word *services* means and how it is related to other English words.
- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.
- Then tell the class to ask about *services*.
- Next ask your students to pair up and practice asking each other about

*services*. They can refer to the Photo Dictionary at the end of the **Student Book** for words they don't know.

– Finally, invite pairs to come to the front of the class to role play the questions and answers.





call the emergency (115)



send an e-mail



take out money (ATM)



get on a bus



get off a bus



Students may need more vocabulary to talk about ‘services’. In this case you may present the words to help them talk about services expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. call the emergency (115): action
2. send an e-mail: explanation, translation
3. take out money (ATM): picture, explanation
4. get on a bus: flashcard
5. get off a bus: flashcard

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



hire a taxi



open an account



put out fire



recharge the E-ticket



ask the information desk



Students may need more vocabulary to talk about ‘services’. In this case you may present the words to help them to talk about services expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. hire a taxi: picture
2. open an account: explanation, translation
3. put out fire: gesture
4. recharge your E–ticket: gesture
5. ask the information desk: flashcard

**Vocabulary Plus:** The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

donate blood, join voluntary work, help charity, bring to the ER, keep the city clean

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

## Language Melody

- ✦ Listen to the conversation and pay attention to the falling intonation of "Wh questions".

Clara: Excuse me sir! I'm lost.  
Police officer: Don't worry. What's your name?  
Clara: My name's Clara.  
Police officer: Where do you live?  
Clara: On Main Street, near the gas station.  
Police officer: Don't worry. I can take you home.  
Clara: Thank you sir.

- ✦ Listen to these questions and then practice.



1. What's your name?
2. How old are you?
3. Where do you live?
4. Why are you here?
5. When does it open?
6. Who is that man?



Talk to Your  
Teacher

I'd like to know about ...

# 3 Language Melody

## Objectives

- Helping students recognize falling intonation in 'wh questions'.
- Helping students produce proper intonation contours associated with the function of the utterances.

## Teaching Procedure

### 1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that a *falling intonation is used with wh questions* .

### 2. Listening discrimination

Read the following sentences.

Ask students to raise their hands

when they hear rising intonation and to tab

if they hear falling intonation.

1. What does he do on Fridays?
2. Is she a doctor?
3. They are playing in the park .
4. Where do you go on Saturdays?
5. Why does Ali write this letter?

### 3. Controlled practice:

Read the sentences on page 68 and ask the students to repeat after you.

#### 4. Guided practice

Write the dialogue on the board.

Ask students to take the role of one speaker and produce the sentences with appropriate intonation.

A: Nothing, thank you.

A: I want a cup of tea and two biscuits.

B: We don't serve tea and biscuits.

A: Oh, What do you serve?

B: We have eggs, milk, and fruit cakes.

A: Ok, a glass of milk and some fruit cakes please.

B: What else do you want?

#### 5. Communicative practice

Ask students to ask some questions from their classmates using falling/rising intonation. Examples may include: 1. What do you eat for breakfast?/2. Do you go to school on Thursdays?

3. Who cleans your room?/4. Does your mother cook on New Year?



# Grammar

Look at the tables below and listen to your teacher's explanations.

Wh Questions			
What Where	is	that	?
	are	those	

Who is your best friend?

Wh Questions			
When Where Why How	do	I you we they	go ?
	does	he she	

What do you study?

Where do you live?

What does your father do?

When does she wake up?

Who helps children?



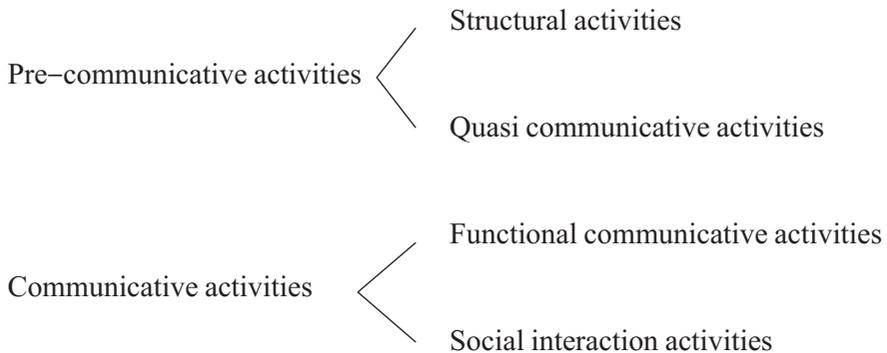
## Grammar

### Objectives

– helping students “use the language accurately, meaningfully, and appropriately”  
(Larsen–Freeman, 2014, p. 258).

### Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



**As a result, the following steps will be followed to teach grammar:**

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR**.
3. Controlled practice in **Find it and Tell Your Classmates**.
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. An MI task or a game would be optionally used in the end.

## Phase 1. Presentation of grammar in a dialogue (contextualization) in CONVERSATION & Practice (1 & 2)

The students have encountered “wh questions with do/does” in the dialogue. They have already practiced it and faced 1 example of the new structure.

**Tourist:** Excuse me sir. Can you help me please?

**Pedram:** What can I do for you?

**Tourist:** I want a postcard, an envelope and a stamp.

**Pedram:** Umm... you can get them from a post office.

**Tourist:** Where is the post office?

**Pedram:** Actually it's near here. It's just round the corner.

**Tourist:** Good! Thank you. What time does it open?

**Pedram:** It opens at 8.

**Tourist:** Thanks a lot!

Review the dialogue and focus on 3 dimensions of “wh questions with do/does”.

**1. Forms:** The students are expected to learn the form and structure of “wh questions with do/does”.

**2. Meaning/semantics:** The students should understand meaning of the “wh questions with do/does”,

- When does a habitual action happen
- Where does a habitual action happen
- Why does a habitual action happen
- Who does a habitual action

**3. Use/pragmatics:** The students should understand

where and when “wh questions with do/does” are used: asking about details of habitual actions.



The above information can be summarized in the grammar pie chart:

Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

## Phase 2. Isolation of grammatical items to be presented in GRAMMAR.

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



In fast speech the vowel in 'do' and 'does' is very weak. Further, Wh- words are a little stressed.



What do you **think**?



Where do they **live**?



What does he **do**?



Where does she **work**?

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**



They *never* come late.  
She *always* studies hard.  
I *always* wake up at 6:30.  
He *often* plays outside.

## See also

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### Objectives

The objective of See also in this lesson is teaching adverbs of frequency.

### Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students:

**Form:** always, usually, often, sometimes, never

**Meaning:** the frequency of actions taking place

**Function:** expressing the frequency of happenings

## Find it

Find and underline "Wh questions" in the conversation below.

- Parsa: What's your favorite job?  
Hamid: I like to be a firefighter.  
Parsa: What does a firefighter do?  
Hamid: He puts out fire and saves people's lives.  
Parsa: And is it an easy job?!  
Hamid: No! Actually it's very hard.  
Parsa: When does a firefighter go to work?  
Hamid: I think he goes to work on shifts.  
Parsa: Oh! Where does he work?  
Hamid: At a fire station.  
Parsa: Is there a fire station near here?  
Hamid: Yes, there's one over there.



## 5 Find it and Tell Your Classmates.

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### Objectives

- Making students aware of the taught grammatical structures, 'wh questions with do/does'.
- Providing students with controlled oral practice

### Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all 'wh questions with do/does'.

'Find It' is followed by *a controlled oral practice*. The students should follow the model to produce the learned structure orally.

- Ask students to do the oral drill.



**Don't let students write their answers!**

### KEY

#### Find it

what, what, when, where,

#### Tell your classmates

1. I go to school by bus.
2. My mother takes a taxi to work.
3. The police help people.
4. Workers clean the city.
5. Nurses help sick people.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What does he do?

He is \_\_\_\_\_

2. Where does he work?

He \_\_\_\_\_

3. When does his work start?

\_\_\_\_\_



## 6 Listening, Reading and Writing

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### Objectives

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful* output.

### Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers.

### TRANSCRIPT

- |                     |                                      |
|---------------------|--------------------------------------|
| <b>Interviewer:</b> | What do you do?                      |
| <b>Baker:</b>       | I'm a baker.                         |
| <b>Interviewer:</b> | Where do you work?                   |
| <b>Baker:</b>       | I work in a bakery.                  |
| <b>Interviewer:</b> | When does your work start?           |
| <b>Baker:</b>       | It starts very early in the morning. |
| <b>Interviewer:</b> | Is your job difficult?               |
| <b>Baker:</b>       | Well, I work in a very hot place.    |

## **KEY**

1. What does he do?

He is a baker.

2. Where does he work?

He works in a bakery.

3. When does his work start?

It starts very early in the morning

## Teacher's notes

A series of 20 horizontal dashed lines for writing notes.

B

Listen to the audio and answer the questions below.

1. What does Amir do?

He is a \_\_\_\_\_.

2. Where does he work?

He works at \_\_\_\_\_.

3. When does he go to work?

He goes \_\_\_\_\_.

4. What time does he work?

\_\_\_\_\_.



## 6 Listening, Reading and Writing

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### Objectives

- Providing oral input for listening and reading practices
- Giving students some opportunities to produce meaningful output.

### Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
- Play the audio again.
- Ask students to check their answers

### TRANSCRIPT

Amir is a police officer. He works at a police station. He goes to work Saturdays to Wednesdays, 7 a.m. till 4 p.m. He drives his car around the city and makes sure everything is OK.

### KEY

1. What does Amir do?  
He is a police officer.
2. Where does he work?

He works at a police station .

3. When does he go to work?

He goes to work Saturday to Wednesday .

4. What time does he work?

7 a.m. till 4 p.m



Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A	Card B
Question	Answer
What's your name?	_____
What do you do?	_____
How old are you?	_____
Where do you live?	_____
What time do you wake up?	_____
Why do you learn English?	_____
When does your school start?	_____

## 7 Listening, Speaking, Reading and Writing

### Objectives

- Providing students with opportunities to practice all 4 skills integratively.
- Exposing students to comprehensible input.
- Providing students with some opportunities to produce meaningful output.

### Teaching Procedure

This is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

- Ask students to pair up.
- Ask them to do the interview.

### KEY

Card A	Card B
<p>Question</p> <p>What's your name? What do you do? How old are you? Where do you live? What time do you wake up? Why do you learn English? When does your school start?</p>	<p>Answer</p> <p>Mina/Reza, ... I am a student. 12. In Rasht (or Sariandaj, ...) At 6:30.  I like reading English books. At 7:30</p>

## Role Play

Talk with your classmates about services in your city. Follow the conversation of the lesson.



Lesson 4



## Role Play

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### Objectives

- Providing students with a *fluency activity*
- Giving the students the opportunity to put together whatever they have learned

### Teaching Procedure

This is a role play activity.

- Ask students to pair up.
- They have to talk about ‘services’
- Ask them to use the conversation of the lesson as a model.



You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

**Language Task: How many questions a minute** (MIs involved: interpersonal, intrapersonal).

Students work in pair. Partner A asks B as many 'wh questions with do/does' as she/he can within 1 minute. B does not answer any of the questions immediately.

When 1 minute is over, there is a short silence to allow B to try and remember the questions. Now she/he should answer as many questions as he/she can.

A and B can swap rules.