

Lesson 5

Media

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p>Lesson 5 Media</p> <p>Talking about Media</p> <p>81-93</p>	<p>Media {connect, interview, online...}</p>	<p>Rising Intonation {surprises}</p>	<p>Past Tense (Regular)</p>	<p>Past Tense of "to be"</p>	<p>Expressions</p> <ul style="list-style-type: none"> - Did the girls listen to the radio? - Yes, they did. - Who watched the movie last night? - My sister:

The *Gantt Chart* of Lesson 5

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 5: Media



Conversation

✦ Listen to the conversation between Mina and Mahsa over the phone.

- Mina: Did you enjoy your weekend?
Mahsa: Yes, it was wonderful! I attended Fajr International Film Festival.
Mina: Really? I am also interested in its events and movies.
Mahsa: Oh, did you watch the reports on TV last night?
Mina: Yes, I did, but I like to read about them.
Mahsa: Well, you can surf its website if you like. There are many interesting things there.
Mina: That's great! Could you please give me the website address?
Mahsa: Why not! Just a moment. Umm... I just texted it.
Mina: Thanks a lot.



1

conversation

Objectives

- Providing students with language input
- Presenting *language function* ‘talking about media’
- Presenting *new vocabulary*/expressions related to the theme ‘media’
- Rising students’ awareness towards the structure ‘past tense’

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 ‘media’

1.1. Brainstorming: You may write the word ‘*media*’ 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.



1.2. Researching: If students have dictionaries in the classroom, you may ask them to look up the word media and give you what they have found. The key words of what they give can be written on the board.

E.g. Longman Contemporary Dictionary: “all the organizations, such as television, radio, and newspapers, that provide news and information for the public, or the people who do this work”.

What can be written on the board is:



You may ask students to give you more examples. Write them on the board.



Use this technique in more proficient classes.

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



We have 21 TV channels in Iran. TV channels show news, movies, and sports. There is a channel for children, too. Its name is Pooya. Pooya shows cartoons and funny programs for children. Children can watch this channel from morning till evening.

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



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

1.6. *Watching movies:* You can show a short movie to students about Media.

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**:

wonderful:	synonym=great
event:	exeplanation, translation
text (v):	gesture

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. Who had a wonderful weekend?

2. Does Mina like to watch reports?

3. How did Mahsa help Mina?

۱. آیا مهسا به جشنواره رشد رفت؟

۲. آیا مینا تماشای فیلم را دوست دارد؟



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

A. Discriminating between intonation contours in sentences: Listen carefully and check the intonation of the speaker when the following utterances are said:

1. Did you enjoy your weekend?
2. Really?
3. I just texted it.

B. Selecting details from the text (word recognition): Listen and circle the verbs you hear.

go attend like take text

C. Listen and fill in the blanks.

1. Oh! Did you watch the reports on
2. Well, you can its website.
3. There are many interesting there.

–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: Where was Mahsa in the weekend?

-Inference question: Does Mina like watching TV reports?

-Opinion-gap question: Do you like film festivals?




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: how this picture is related to the topic media, 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 'text' to 'mobile' or 'Fajr Festival' to 'media'.

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 media? How do they want to solve their listening problems?

 **Practice 1** Talking about Media (1)

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



- Did the girls listen to the radio?
- Did Mina surf the Internet?
- Did you watch the cartoon?
- Did Amin work with his computer?

Yes, they did.
No, she didn't.
Yes, we watched it.
No, he worked with his mobile.



 **Practice 2** Talking about Media (2)

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



- Who watched the movie last night?
- What did you do last week?
- What did Ali receive?
- When did they download the book?
- Where did she connect to the Internet?

My sister.
I attended Fajr International Film Festival.
He received an email.
They downloaded it yesterday.
She connected to the Internet at school.



2

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

Objectives

- Presenting instances of *language function* ‘talking about media’
- Helping students have focused attention on ‘past tense of regular verbs’.
- Providing opportunities for repetition of the structure ‘past tense’.
- 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 ‘*media*’. Let them know what each turn means.

-Let them know what the word ‘*media*’ 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 you some questions about ‘*media*’.

–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.

Teacher's notes

A series of 20 horizontal dashed lines for writing notes.



interview somebody



text a message



receive an e-mail



update a blog



participate in an
online course



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

Present new words with the help of the following techniques:

1. interview somebody: (by photos)
2. text a message: (by acting out)
3. receive an email: (by explanation)
4. update a blog: (by explanation, translation)
5. participate in an online course: (by photos, exemplification)

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





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

Present new words with the help of the following techniques:

1. connect to the Internet (by TPR)
2. download something from the Internet (by translation)
3. attend a TV program (by photo)
4. use Information Technology (IT) (by word mapping)
5. install a computer dictionary

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.

look at the newsstand, watch a quiz show, see a war movie, change the TV channel, install an antivirus program

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 rising intonation of sentences with surprises.

- Mahdi: There is a football match on TV tonight.
Sam: That's great news! When?
Mahdi: Around 7, I think.
Sam: Really? I get home at 6. We can watch it together.
Mahdi: It's excellent! Please buy some fruits.
Sam: Ok. That'll be all fun!

Listen to these questions and then practice.



1. How fantastic!
2. That's great!
3. That's really nice!
4. It's brilliant!
5. Well done!
6. It's amazing!
7. What a wonderful day!
8. What a beautiful flower!



Talk to Your
Teacher

Could you please give it to me?

3 Language Melody

Objectives

- Helping students recognize rising intonation in emotional reactions in surprises.
- Helping students discriminate between *rising* and *falling intonation*.
- 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 *rising intonation in surprises is higher than 'yes/no questions'*.

2. Listening discrimination

Read the following sentences with different rising and falling intonation.

Read the sentences with different intonations. Ask students to tell you what *Mm* in each sentence mean (adapted from Celce–Murcia et al., 2010, p. 258).

A: **Would you like some homemade cookies?** B: Mm? ↗ (Please repeat)

A: **Would you like some homemade cookies?** B: Mm. ↘ (Yes)

A: **Here you go.** B: Mm! (eating) ↗ (How delicious!)

A: **I'm glad you like them. I made them myself.** B: Mm? ↗ (Please repeat)

Do you like jam with them?

A: **Jam** B: Mm.... ↗ (I'm thinking....)

A: **They're yummy with jam. Want some?** B: Mm. ↘ (Ok, yes) ↗

A: **Here you are.**

3. Controlled practice

Read the dialogues and choose what speaker B means.

1. A: I go to Isfahan tomorrow.

B: Where?! ↗

- She's surprised. She's asking a question.

2. A: Mina participated in an online course.

B: What? ↘

- He's surprised. He's asking a question.

3. A: My parents called me yesterday.

B: Who?! ↗

- She's surprised. She's asking a question.

4. Guided practice

Take the role of B. Show your surprise with a rising intonation.

A: I asked some friends to attend my birthday.

B: You really did?!

A: Yes, I did. There are 6 people.

B: How many?!

A: Just six. I think you like guests.

B: Yes, I do! But, you didn't tell me before.

A: I am sorry. I'm telling you now.

B: Yeah! I see!

5. Communicative practice

Show your surprise or excitement when you hear these sentences using utterances you learned in Language Melody.

1. Schools are closed tomorrow.
2. There is a lion in the yard.
3. You have a test next Saturday.
4. Your best friend is sick.

Teacher's notes

A series of 20 horizontal dashed lines for writing notes.

Grammar

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

Affirmative			
I	watched	TV	yesterday. last night. last week. two days ago.
You We They			
He She			

Negative			
I	did not/ didn't	download	the book.
You We They			
He She			

Yes/No Question				
Did	I	search	the Internet	?
	you we they			
	he she			



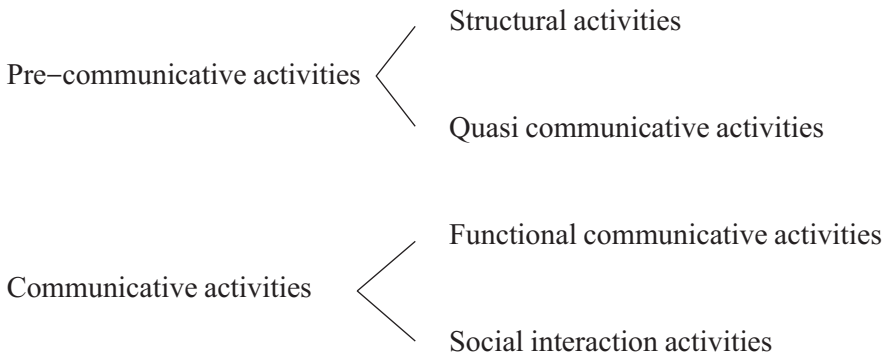
Grammar

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 “past tense” in the dialogue. They have already practiced it and faced 3 examples of the new structure.

Mina: Did you enjoy your weekend?

Mahsa: yes, it was wonderful! I attended Fajr International Film Festival.

Mina: Really? I am also interested in its events and movies.

Mahsa: Oh! Did you watch the reports on TV?

Mina: yes, just one or two, but I like to read about them.

Mahsa: Well, you can surf its website, if you like. There are many interesting things there.

Mina: That’s great! Could you please give me the website address?

Mahsa: Why not! Just a moment: Umm... I just texted it.

Mina: Thanks a lot.

Review the dialogue and focus on 3 dimensions of ‘past tense’.

1. Forms: The students are expected to learn the form and structure of “past tense with regular verbs” in statements, interrogative sentences and negative sentences.

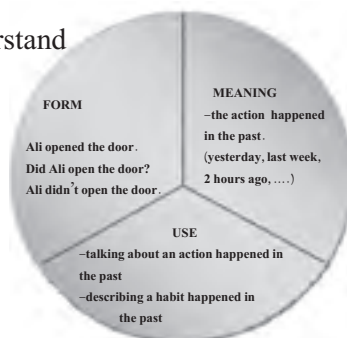
2. Meaning/semantics: The students should understand meaning of the “past tense” that is the action that happened in the past.

3. Use/pragmatics: The students should understand

where and when ‘past tense’ is used:

- talking about an action happened in the past
- describing a habit happened in the past

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



Explain different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

/id/ texted, connected, updated, participated,
downloaded, attended,

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**

Who listened to the poem?
What did she do?
What did Amir update?
When did they connect to the Internet?
Where did you watch the movie?

See also

Past tense of "To Be"

I am happy.	I was happy yesterday.
He is happy.	He was happy last week.
She is happy.	She was happy last month.
They are happy.	They were happy last winter.
You are happy.	You were happy yesterday.
I am not happy.	I was not/ wasn't happy.

See also

Objectives

The objective of See also in this lesson is teaching Past Tense of 'to be'.

Teaching Procedure

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

Form: was (I, he, she, it), were (you, we, they)

Meaning: Be in the past

Function: Expressing 'be' in the past

Find it

Find and underline "simple past tense" in the passage below.

Last weekend, something happened to our TV. It didn't work. At first, we were upset. But then we talked about our day. It was really fun! Later, we helped our mother and cleaned the house. In the afternoon, my grandfather showed us how to play an old game. We enjoyed it a lot. All day we were busy doing different things. At night, we all were happy. No one talked about TV!



Tell Your Classmates

Tell your classmates five things you did yesterday.

Example: I watched TV yesterday.

- 1.
- 2.
- 3.
- 4.
- 5.

5 Find it and Tell Your Classmates.

Objectives

- *Making students aware* of the taught grammatical structures, 'past tense'.
- 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 instances of 'past tense'

'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

happened, were, talked, was, helped, cleaned, showed, enjoyed, were, were, talked

Tell your classmates

1. I called my grandmother.
2. I played in the yard.
3. I listened to the radio.
4. I helped my mother.
5. I was in the park yesterday.



A

Listen to the conversation and answer the questions.

1. How was Behnam's summer?

It was _____.

2. What did he learn?

He _____ for doing his homework.

3. Did he learn to use the Internet for his English classes?



6 Listening, Reading and Writing



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: How was your summer?
- Behnam: Brilliant! I went to a computer class. I learned many things about Information Technology.
- Amir: Great! Did you learn how to use computers for doing your homework?
- Behnam: Yes, I also learned to use the Internet for my English class.

KEY

1. How was Behnam's summer?

It was **brilliant**.

2. What did he learn?

He **learned how to use computers** for doing his homework.

3. Did he learn to use the Internet for his English classes?

Yes, he did.

Teacher's notes

B

Listen to the audio and answer the questions below.

1. How many movies were there in cinemas this summer?

There were _____.

2. What did she watch in the cinema?

She _____.

3. Where did she watch the comedy?

_____.



Lesson 5

6 Listening, Reading and Writing

B

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

This summer, there were 2 interesting movies in the cinemas: a cartoon and a comedy. I liked to see both. But I just watched the cartoon. The cinemas were full of people and it was difficult to buy tickets. Later I watched the CD of the comedy at home.

KEY

1. How many movies were there in cinemas this summer?

There were 2.

2. What did she watch in the cinema?

She **watched the cartoon.**

3. Where did she watch the comedy?

At home.

Teacher's notes

Dotted lines for writing notes.

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

Question

Did you use the Internet yesterday?

Did you call your grandmother lastnight?

What did your teacher do yesterday?

Where did you watch your favorite movie?

Card B

Answer

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, function(s), and the topic of the lesson.

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

KEY

Card A

Question

Did you use the Internet yesterday?

Did you call your grandmother last night?

What did your teacher do yesterday?

Where did you watch your favorite movie?

Card B

Answer

Yes I did/No I didn't.

Yes I did/No I didn't.

She walked in the park.

At home.

Role Play

Play the roles of two friends talking about the media they usually use.



Lesson 5

93



Role Play

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 'media'.
- Ask them to use the conversation of the lesson as a model.

KEY

A: Did you enjoy your weekend?

B: Yes, it was wonderful! I attended Roshd Film Festival.

A: Really? I am also interested in Roshd Festival.

A: Oh! Did you watch the reports on TV last night?

B: Yes, I did, but I like to read more about them.

A: You can surf its website. There are interesting things there.

B: That's great! Could you please give me the website address?

A: Why not! Just a moment; Umm... I just texted it.

B: Thanks a lot.



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.

Game: Past tense game

The students compete in pairs. Student A says 1 sentence, student B changes it into past. Pairs with the least numbers of mistakes win.

I watch TV.  I watched TV.

She works hard.  She worked hard.

Language Task: Talk about one's childhood (MIs involved: interpersonal, intrapersonal, linguistic).

Ask students to bring 1 photo of their childhood. Ask students to work in pairs. The pairs have to look at their partners' photos and talk about the way they were.

You were cute.

You were so small.