

## 1

## Media around the world

## 1.1

**Goals:** talk about entertainment media  
 talk about habits  
 express preferences

**Core language:**

VOCABULARY Habits and preferences  
 GRAMMAR Talking about the present  
 PRONUNCIATION Common pairs of words 1

1 1 b 2 c 3 a

2a I **hardly ever** watch TV.I **tend to** record the shows I like so I can fast forward through all the ads ...If there's something good on, I **ll** watch it on the Al Kass Sport Channel.2b I **used to** look forward to it all day.3 + **noun**: I'm a big fan of, I'm really into, I prefer ...

to ..., I'm not a big fan of, I'm not keen on, I find ...


really ..., I can't stand

+ **-ing form**: as above+ **infinitive**: I tend to, I hardly ever, I'll, I used to, I'd

rather

## Entertainment and you

## LISTENING

- 1  Focus learners' attention on the TV logos to introduce the topic of TV. Learners read the questions. Check they understand the types of programme listed. Learners then discuss the questions in pairs. Feed back as a class.

**Optional language presentation**

Brainstorm more words and expressions around the subject of TV and radio. For example, you could extend the list of programme types, writing words on the board as learners call them out, e.g. *documentaries, soap operas, gardening programmes*. Draw attention to the appropriate collocations for different types of programme, e.g. *cooking shows, gardening programmes*, etc. This extra language will all be useful to learners during the lesson.

- 2 a *Listening for main idea.* Learners look at the photos and logos and guess which of the TV channels the people watch (nationality and age are obvious clues). Then play recording 1.1. Feed back as a class. Don't comment on their answers at this stage, as this will pre-empt the listening.

- 1 Yaseer watches Al Dawri & Al Kass Sport channel.  
 2 Aiko watches Fuji Television Network.  
 3 Omar watches OSN.  
 4 Aiko watches BBC World News.

- b *Listening for detail.* Learners read through the questions and think about possible answers. Then they listen again to answer the questions.

- 1 Yaseer 2 Aiko 3 Omar and Yaseer 4 Aiko 5 Omar  
 6 Yaseer

**VOCABULARY Habits and preferences**

- 3 *Focus on expressions.* Learners look at the three sets of expressions. Ask if they can answer question 1 before looking for the expressions in the script on page 146. Learners then find the expressions in the conversations and answer the questions. Go through the answers as a class and check that learners understand:
- that *I'll* is used to talk about current habits, not the future
  - what a noun, an *-ing* form and an infinitive are.

**Language note: prefer, rather**

Make sure learners understand how to use the expression *I'd rather* by asking how it could continue (*I'd rather watch documentaries ... than cooking shows*). Contrast this with *I prefer radio to TV*. Check this by putting a few contrasting items on the board and asking learners to state their preferences using the two forms, e.g. *football/baseball on TV; sport on TV/radio; films on TV/in the cinema*, etc.

**Optional extra**

For question 3, make three lists on the board for a–c. Elicit examples from 1–3 for each list, e.g.

+ <b>noun</b>	+ <b>-ing form</b>	+ <b>infinitive</b>
<i>I'm a big fan of all sports.</i>	<i>I'm not keen on going out to watch movies.</i>	<i>I tend to record the shows I like.</i>

## WRITING

- 4 a *Writing: Personalisation.* To give learners some ideas, write a sentence about yourself on the board, e.g. *I can't stand watching reality TV shows*. Ask what learners like watching on TV. Learners write five sentences using the expressions from 3. As they do this, go round and check, and give help if necessary.

**Note: 'Quiet' learners**

If you have a number of reticent or under-confident learners, it's helpful to let them discuss their opinions in pairs or small groups. Monitor while learners are talking in order to spot people who find it difficult to express themselves in front of others. Rather than putting them with chatty confident learners who will dominate the conversation, group them with similar learners to give them time to build confidence in expressing their ideas. Once they are more comfortable talking in groups, they will probably be happier to contribute to class discussions, but this may take some time.

**Optional extension**

In pairs, learners talk about their sentences. In feedback, find out if learners like the same types of TV programmes and ask a few people to tell you about their partner's watching habits and preferences.

## Anything good on TV?

## LISTENING

- 1 a *Pre-listening discussion.* Learners discuss the questions. Find out what some learners do if they