

Student's
Book

3

Come Together

Manuel
LUNA

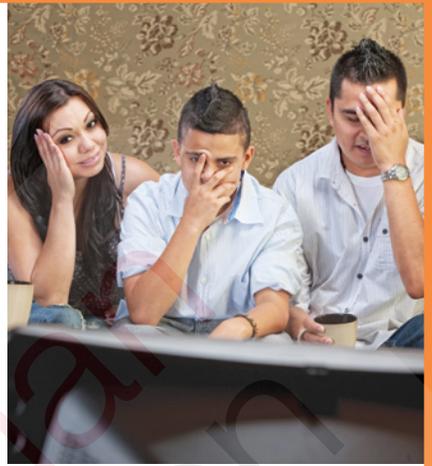
Adriana
DEL PASO



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Stage 2
Interpret general sense and some details.



Stage 1
Examine television programs.

Unit 1
Social Practice of the Language:
Exchange emotions and reactions caused by a television program.

Stage 3
Write notes about emotions and reactions to participate in an exchange of views.



Stage 4
Share emotions and reactions.



Social Learning Environment:
Family and Community

Communicative Activity:
Exchanges associated with media

Product:
Interview

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Opening

Let's start together

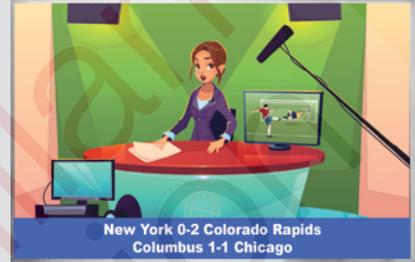
1 Work in pairs. Check (✓) the TV programs you like to watch. Feel free to add other options.



drama



reality show



sports



TV series



documentaries



cartoons

Initial Assessment

Read the sentences and write the words that best describe how you normally act (*always, usually, sometimes, never*).

- 1 I _____ watch TV programs.
- 2 I _____ talk about TV programs.
- 3 My feelings _____ change when I watch TV programs.
- 4 I _____ feel comfortable sharing my opinions and reactions in a conversation.
- 5 I am _____ comfortable asking someone questions about their feelings.
- 6 I have _____ participated in an interview.

Development

- 1 Work in pairs. Read the conversation and underline the TV genres that are mentioned. Then discuss the questions.

Julio: Hi Mónica! Why do you look so tired?

Mónica: Oh, hi, Julio! I went to bed really late last night because I was watching the *Chef Challenge* finals on TV.

Julio: By yourself?

Mónica: No. It is a family show for all ages. We really enjoy watching it together at home.

Julio: I have never watched that program. What is it about?

Mónica: It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. I watch it because it is exciting and I learn about cooking.

Julio: I see. I don't really like reality shows. I prefer to watch sports programs. I like to listen to expert sports anchors give their opinion about soccer and baseball games. I always watch *Sportex* on Channel 19.

Mónica: *Sportex* is good, but I prefer *On Sport* on Channel 42 because there are also anchorwomen, not only men, and as they talk you can read the tickers to learn the results of all the games.

Julio: Mmm, that's interesting. I'll watch it some time. Do you like watching series on TV? I love action series in English and action movies in Korean.

Mónica: Can you speak Korean? Wow! I didn't know.

Julio: I don't, but I read the subtitles.

Mónica: That's true. Foreign programs have subtitles. Even soap operas! But I don't like them. Too much drama! They make me feel sad. I prefer comedy programs. And you?

Julio: Me too! Comedy programs are the best! I like *Mr. X*. It makes me laugh a lot.

Mónica: Yeah, that show is really amusing. It has young actors because it is for teenagers. They speak just like us! By the way, do you like documentaries? I do.

Julio: Some of them, I guess. It depends on the subject. I like documentaries about traveling and other countries. But I think documentaries about nature are boring! Some are hard to understand because they use formal language. I have to confess that I love watching cartoons even though they are for children.



- 1 Which type of programs does Mónica like? Why?
- 2 Which type of programs does Julio like? Why?
- 3 Do you know other TV genres?

Mónica likes *Chef Challenge* because she likes to learn about cooking.

Julio likes sports programs because he likes the opinions anchors give about soccer and baseball games.



You can go to your Reader on page 9 to read about the history of television.



2 Analyze the expressions from the descriptions of TV shows in Exercise 1 to complete the categories below. Add two more words for each category.

People

Age group

Elements

3 Read the conversation in Exercise 1 again and circle the expressions used to examine TV shows. Then work in small groups to classify them according to their use.

Stating Characteristics	Expressing Likes / Dislikes

4 Read the Skills box and discuss with a partner the purpose of each TV Show. Explain.

news TV series documentary drama reality show

TV programs have different purposes. Most of them aim to inform, educate, entertain, surprise, create controversy, criticize, etcetera. This is why they provoke different emotions and reactions in the audience.



For your Final Product

- 5  Think about your favorite program. Identify its genre, its purpose, and some basic characteristics. You are going to work with this program for the rest of the unit to prepare yourself for an interview.

*Name: The Adventures of Tina.
It is a situation comedy.
Genre: situation comedy.
Characteristics: It is about the everyday life of a regular teenager and the challenges she has to face. Its purpose is to entertain.*

*Name:
Genre:
Purpose:
Characteristics:*

Intermediate Assessment

- 6 **Underline the option that best describes what you can do.**

- 1 I can identify different TV genres *very well / partially / with difficulty*.
- 2 I can describe basic characteristics of a TV program *very well / partially / with difficulty*.
- 3 I can identify the purpose of a TV program *very well / partially / with difficulty*.

- 7 **If you need help, you can improve by reading TV program reviews in English-speaking magazines.**

- 8 **According to their language register, programs are classified in formal, neutral and informal. Read the definitions and the examples in the following chart and complete the information.**

Language Register			
	Formal	Consultative or Neutral	Casual or Informal
Definition	It is used in professional settings, like interviews. This register uses standard English. Slang is never used and contractions are rare.	It uses less formal standard English. The tone is respectful but may be more casual. Slang sometimes is used.	It is used with friends, coworkers, or family. Use of slang, contractions, and informal grammar is common.
Genre	<i>documentaries</i> , _____ _____	<i>local news</i> , _____ _____	<i>reality shows</i> , _____ _____
Examples	_____ _____	_____ _____	_____ _____

- 9 **Work in pairs. Read the following TV programs briefs and discuss with your partner what the general sense of each program is and the language register you think people use in each program. Underline the details that support your decision.**

My favorite TV program is a science program. There is an old professor who goes over the latest news related to science. He talks about all kinds of interesting topics from astronomic breakthroughs to the world of microbiology. He explains everything in a clear way, so you understand everything. There is a section in which the professor answers questions addressed by the audience. I really like watching this program!

Language Register:

General sense:

My favorite TV program is a singing contest. Auditions are held in different cities to select the singers. The best ones sing in the show every week. They have to face different challenges like singing a duet with their idols. At the end of each program, the audience calls to vote for their favorite singer. The judges in the program vote too. The one who gets fewer votes has to leave the show. It is very exciting!

Language Register:

General sense:

For your Final Product

- 10  **Write a brief for the program you selected. Make sure you state the general sense and add some details to enrich your description.**



My favorite TV program is called *The Adventures of Tina*. It is a situation comedy about the everyday life of a regular teenager and the challenges she has to face. I like it because it is a show for teenagers and because it is really fun!

Intermediate Assessment

- 11 **Write *E* (Excellent), *W* (Well), or *NY* (Not Yet) for each of the statements below according to your performance.**

- 1 I can identify language register in a TV program. _____
- 2 I can describe the general sense of a TV program. _____
- 3 I can examine TV programs and identify several details. _____

- 12 **If you answered *NY* get together with a partner who answered *E* and ask him or her for tips to improve.**

Development

- 1  **Work in pairs.** Listen to a fragment of the TV program *The Adventures of Tina* and discuss what is happening, who is participating, and what their relationship is. Use the questions as a guide.

- 1 Who is Tina talking to?
- 2 Are they talking face to face?
- 3 Why is Tina scared?

- 2 **Work in groups.** Now that you understand the general sense of the TV program, read the conversation and decide which sound effects and nonverbal language elements help transmit Tina's feelings.

Pablo: Hey, Sandy. I liked the program a lot. Did you like it too?

Sandy: Yes, I was very scared at the beginning. The girl looked terrified.

Pablo: I agree, and the sound of the storm and the noises outside her door were scary. I think the girl will find something terrible when she opens the door.

Sandy: True. The girl who plays Tina acts very well. The way she speaks transmits fear. And her expressions were so good! You could see fear all over her face.

Pablo: What do you think will happen to her? Do you have any theories?

Sandy: I don't know. I don't have any theories. I'm anxious to find out.



TV programs use different resources to achieve their purpose. Depending on the kind of program, they can use music, sounds, special effects, sceneries, props, etcetera. Actors' performance is also important to create a successful drama program.

Skills

- 3 **Work in pairs.** Read the following pairs of sentences? Do they mean the same? How are they different?

Pablo: Do you have any theories?
Sandy: I don't have any theories.

Pablo: Have you got any theories?
Sandy: No, I haven't got any theories.

English is spoken both in the US and in the UK. However, sometimes they use the language differently to express the same.
American English: *Do you have...?*
British English: *Have you got...?*

Language

- 4  Read and listen to the second part of the program *The Adventures of Tina*, and write the underlined sound effects and descriptions of nonverbal language below the function you think they have.

[door banging]

Tina: Oh no! I'm going to hide under my bed! (scared tone of voice).

Laura: Are you sure someone is outside your room? That's crazy. Maybe it is just the wind (more calmed tone of voice).

[sound of wind whistling]

Tina: Yes, yes. It is probably the wind. I will open the door very slowly (more calmed tone of voice).

[suspense music], [squeaky door hinge opening]

Laura: Don't be scared. Go for it!

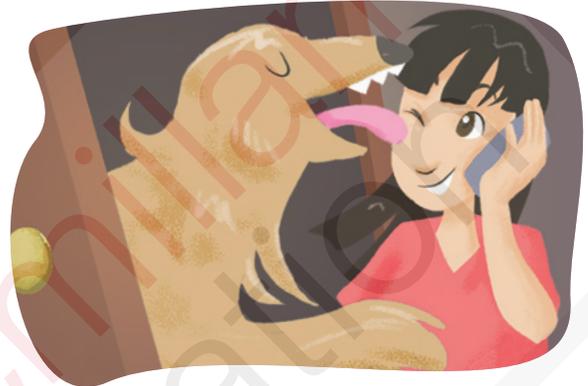
Tina: Here we go.
(gulping and heart beating)

Tina: Danko! It's you! (relieved and happy tone of voice)

You scared me silly dog! [dog panting and barking]

[Background audience voices Awww!]

Narrator: Thanks for watching another episode of *The Adventures of Tina*.



They show Tina's feelings.

They show actions.

They create an atmosphere of suspense.

- 5  Work in pairs. Listen to the TV program fragment again. Figure out the meaning of the following words. Use the sound effects and the characters' tone of voice as clues to infer the meaning.

1 banging

3 relieved

2 squeaky

4 panting

- 6 Work in groups of three. Role-play the TV program scene in Exercise 4. Try to represent the nonverbal language and reproduce the sound effects. Reflect on how acting and sound effects have an impact on your appreciation of the program.

For your Final Product

- 7  Complete a notecard about your favorite TV program. Write the general sense of your program and the purpose of the resources that are used in it.

My favorite TV program is *The Adventures of Tina*.
 The general sense of the program is to tell the story of a regular teenage girl and the problems and challenges she has to face.
 Resources: They use very realistic sceneries, exciting music, and great acting.
 Purpose: The sceneries represent Tina's house, her school, a big park and some other places. The music usually reflects Tina's mood. The actress who plays Tina expresses all kinds of emotions in a very natural way.

My favorite TV program is ...

Resources:

Purpose:

- 8 Work in small groups. With the information you wrote in your notecard, share your impressions about your favorite TV program.



A: In my program, the main actor makes silly faces and he's really funny.

B: In my program, there is music. It reflects how actors feel.

C: In my program, there are a lot of sound effects. There are exaggerated noises that are very funny.

Intermediate Assessment

- 9 Check (✓) the table with the answer that best describes your performance.

Concept	Very well	Well	Not well
I can identify the general sense in a TV program.			
I can identify the resources that a TV program uses.			
I can identify the purpose of sound effects in a TV program.			
I can interpret general sense and some details of a TV program.			

- 10 If you checked in the *Not well* column, get together with a partner who checked the *Very well* column and ask him / her to help you improve.

Write notes about emotions and reactions to participate in an exchange of views.

Development

- 1  Work in pairs. Read and listen to the interview about the TV program *The Adventures of Tina*. Then scan the text and circle words that describe feelings or reactions. Discuss which are positive and which are negative.

Paty: Can you answer some questions about a TV program?

Jason: Sure.

Paty: Do you like *The Adventures of Tina*?

Jason: Just a little. I believe some episodes are interesting, but others are **boring**.

Paty: Which episodes are boring?

Jason: I don't like the episodes with Tina's friend, Harry. I think he's **annoying**.

Paty: Which episodes do you like best?

Jason: In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining.

I feel **disappointed** when Danko doesn't appear.

Paty: Do you like the episodes where Tina is at school?

Jason: Yes! I believe her adventures at school are **exciting**! And they make me laugh.



- 2 Classify the words you circled in Exercise 1 in the table.

Describing how people feel	Describing how something is

- 3 Read the Language box. Then work with a partner to make sentences about TV programs and how they make you feel. Use the sentence stems and the verbs from the box.

entertain interest captivate surprise amaze excite disappoint

- 1 This TV program is ...
2 I feel ... when I watch ...

You can transform action words (verbs) into descriptive words (adjectives). If you want to talk about yourself or your feelings, add the *-ed* ending (*I feel amused when I watch my favorite TV show*). If you want to talk about others or something outside yourself, add the *-ing* ending (*My favorite show is amusing*).

Language

I am interested in documentaries but reality shows are entertaining.

Documentaries are captivating and I feel bored when I watch the news.



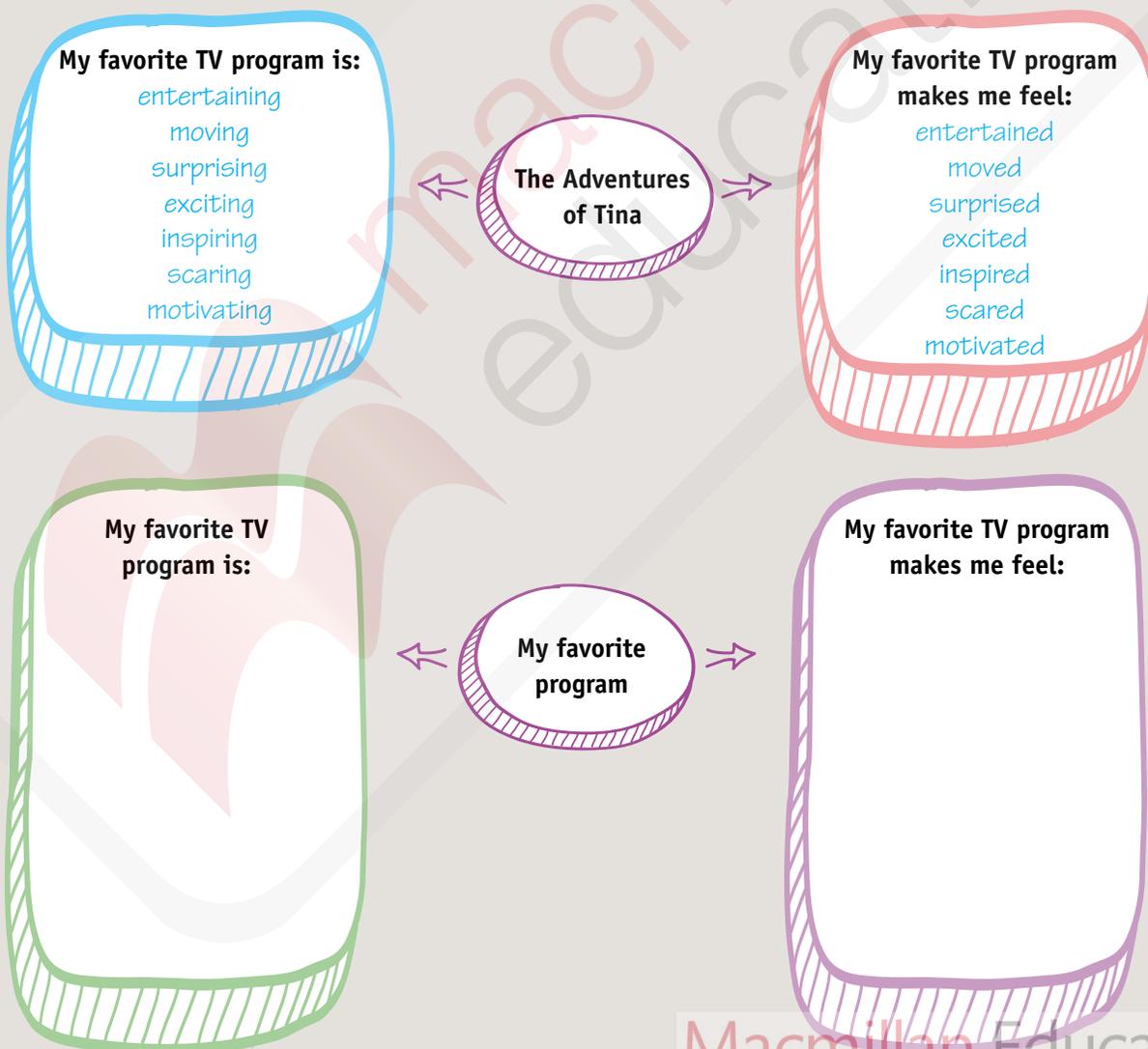
- 4 **Work in pairs. Go back to the interview in Exercise 1 and circle the expressions Jason uses to begin his opinions. Then use those expressions to start your sentences from Exercise 3 and share them with another pair.**

You can use phrases like *I think*, *in my opinion*, and *I believe* to express your personal opinions and reactions caused by a TV program.

Skills

For your Final Product

- 5  **Make a graphic organizer with the feelings and reactions that the TV program you selected provokes. Read the example.**



- 6  Write some notes about your favorite TV program with the help of your organizer in Exercise 5.

My favorite TV program is *The Adventures of Tina*.
It's a comedy.
In my opinion, it's funny, entertaining, interesting, and realistic.
When I watch *The Adventures of Tina*, I feel entertained and inspired.



Intermediate Assessment

- 7 Circle the option that describes how well you did on each aspect of this stage.

	I did very well	I did well	I need help	Go to
Using adjectives with <i>-ed</i> and <i>-ing</i> endings to describe a TV program	I used many adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I used some adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I tried to use adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program but I got confused.	Page 16, Exercise 3
Using expressions to give my opinion	I used expressions to give my opinion.	I used some expressions to give my opinion.	I didn't use expressions to give my opinion.	Page 17, Exercise 4
Describing feelings and reactions that a TV program provokes	I described the feelings and reactions TV programs provoke in me without looking at my notes.	I described the feelings and reactions TV programs provoke in me looking at my notes at times.	I described the feelings and reactions TV programs provoke in me only looking at my notes.	Page 17-18, Exercise 5 and 6

- 8 If you circled a statement in the third column, go to the Exercises in the fourth column to review that aspect.

Development

- 1 Work in groups. Find one opinion you mostly agree with in the conversation and one you mostly disagree with. Discuss your reasons.

Claudia: What's your favorite program?

Bruno: Hmm ... I guess *Vampire Teens*.

Claudia: Why is *Vampire Teens* your favorite program?

Bruno: It's really exciting. There's a lot of suspense.

Claudia: What's it about?

Bruno: It's about two groups of teenagers that are vampires, but one group is evil and the other one is good. Every episode is **captivating**! I never **miss** an episode.

Claudia: Do you like watching movies?

Bruno: No, I don't ... uh ... at least not on TV because movie channels have too many commercials. The interruptions are annoying. I get really frustrated.

Claudia: Do you like documentaries?

Bruno: Yes, I do ... you see ... for example, documentaries about wild animals are fascinating. You learn so much. I am always **amazed** by what some of these animals can do!



Claudia: What's your opinion about reality shows?

Bruno: I think some are inspiring like singing competitions. You see people **achieve** their dreams, but I don't like others.

Claudia: Why don't you like some reality shows?

Bruno: Well ... because they sometimes **humiliate** people and that's not nice.

Claudia: All that is very interesting. Thanks, Bruno.



A: I disagree with Bruno. He finds documentaries exciting and I think they are boring.

B: I agree with Bruno. Documentaries about wild animals are exciting and interesting.

- 2 Now, listen to the interview from Exercise 1 and circle the expressions (pause fillers) that Bruno uses when he is thinking about his answers. Discuss with a partner the purpose of those expressions.
- 3 Read the Skills box and listen to the conversation again paying attention to Bruno's tone of voice. Discuss in small groups which are Bruno's strong opinions.

Your tone of voice transmits emotions and you can use volume to help give intensity to those emotions. Raise your volume a little to express a strong opinion or emotion and keep a neutral volume when emotions are not too intense.

Skills

- 4 Work in pairs to role-play the conversation in Exercise 1. Decide who will be Bruno and who will be Claudia. Review the tips below before you start and try to follow them. When you finish, exchange roles.

- Remember to make a pause when there is a pause filler.
- Remember to raise your voice volume when opinions and reactions are strong. But don't shout!



A: Do you like watching movies?

B: No, I don't ... uh ... at least not on TV.

5 Go back to the conversation in Exercise 1 and underline the questions Claudia asked. Then answer the questions below and compare them with a partner.

1 Which questions ask for specific information? Write them down.

2 Which questions are used to check information? Write them down.

3 What makes questions different from affirmative and negative sentences?

6 Read the answers and write the questions.

1 _____

My favorite TV program is *The Book Club*.

2 _____

No, I don't like watching the news.

3 _____

The show is about a group of friends who read adventure books.

4 _____

The program takes place in a secondary school in Mexico City.

For your Final Product

7  Think of questions you can ask to get information about favorite TV programs. Write the questions in the form.

Interview Form

Question 1:

Question 2:

Question 3:

Question 4:

ICT Tips

If you want to practice more with question formation, go to:
<http://www.edutics.mx/5r8>
<http://www.edutics.mx/5rX>



8 Exchange your questions in groups and help each other correct them using the checklist below.

- they used the correct structure for questions
- they used a variety of *Wh-* and *Yes / No* questions
- their spelling is correct
- they used a question mark
- the questions are clear and concise



9 Work in pairs. Review your notes from previous steps and make sure you have all the tools to participate in an interview about TV programs.

Intermediate Assessment

10 Read the statements and check (✓) the option that describes your performance in this lesson.

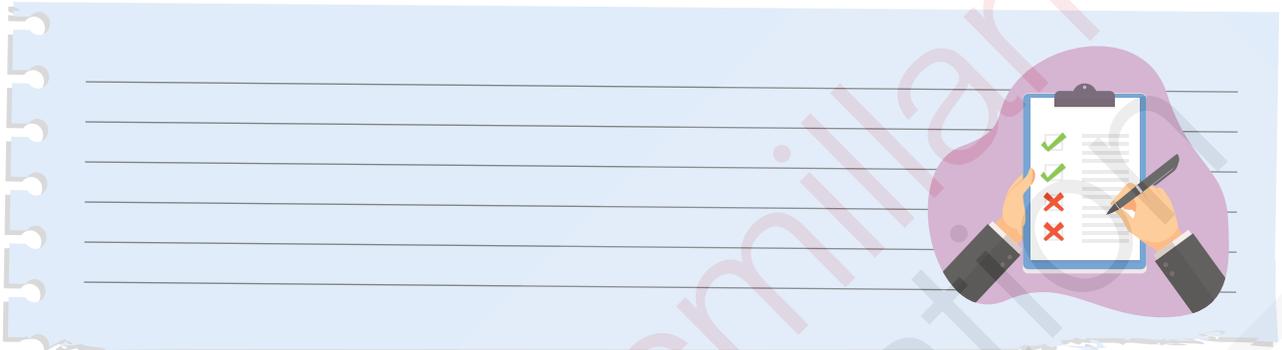
My Achievements	With difficulty	With some help	Without fail
I know when to use a pause filler.			
I raised a little bit my voice to express a strong opinion.			
I formulated questions for an interview.			
I have the tools to participate in an interview about TV programs.			

11 If you did not do well in the achievements above, review Exercises 2, 3, 5, and 6. You can ask your teacher for guidance if you are still having difficulties.

Closure

Final Steps

- 1  **Work in small groups. Take turns asking your partners the questions you prepared for your interview. Listen carefully to your partners' answers and take notes related to his / her performance to give feedback.**



- 2 **Share your notes with your partners so they can improve their performance.**

Collect your evidence

- 3 **Now that you have described your favorite TV program and your emotions, opinions, and reactions towards it, you're ready to participate in an interview. Work in pairs and rehearse it so that you are comfortable to present it to the class.**

Socialize

- 4 **Now that you rehearsed your interview to feel more comfortable, present it to the class. Pay attention to the others' interviews and ask any follow up questions you may have.**

- 5 **Discuss as a class.**

- What was the most difficult thing for you when you expressed your emotions and reactions about a TV program?
- What were the most interesting reactions about a TV program that your classmates shared during the interview?

Self-assessment

- 6 **Now that you have participated in an interview, evaluate how well you did on your Final Product, answer the questions.**

- 1 Did you use new expressions to ask and answer questions in your interview?
- 2 Could you express your emotions and reactions in your own words?
- 3 How well did you answer the questions your classmates asked you in the interview? Did you understand the questions?

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

achieve (v) – to succeed in doing or having what you planned or intended, usually after a lot of effort

amazed (adj) – very surprised

anchor (n) – someone who presents a television program

annoying (adj) – making you feel slightly angry or impatient

anxious (adj) – wanting something very much, especially when this makes you nervous, excited, or impatient

boring (adj) – not at all interesting, and making you feel impatient or dissatisfied

captivating (adj) – very interesting or attractive in a way that takes all your attention

challenge (n) – something that needs a lot of skill, energy, and determination to deal with or achieve

disappointed (adj) – unhappy because something that you hoped for did not happen

enjoy (v) – to get pleasure from something

exciting (adj) – interesting and full of action, especially when you do not know what is going to happen next

fear (n) – the feeling that you have when you are frightened

foreign (adj) – from another country, or in another country

humiliate (v) – to make someone feel very embarrassed and ashamed

miss (v) – to fail to be present for something, or to not be in a place when someone else is there

pant (v) – breathing very loudly with your mouth open, for example when you have been running or exercising

relieved (adj) – happy and relaxed because something bad has not happened or because a bad situation has ended

scary (adj) – making you feel frightened

squeaky (adj) – making a short high noise

terrified (adj) – extremely frightened

ticker (n) – the line of text that moves across the lower part of a screen in a TV program

You can use this space to make your own glossary with words from the unit.

