

# Come Together

Teacher's  
Guide

3

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# Unit

# 1

## Social Learning Environment:

Family and Community

## Communicative Activity:

Exchanges associated with media.

## Social Practice of the Language:

Exchange emotions and reactions caused by a television program.

**Final Product:** Interview.

Student's Book	
Activities	Pages
Opening	7-8
<i>Take advantage of your students' strengths in relation to what they are already able to do with the language, so they can:</i>	
<ul style="list-style-type: none"> <li>Compare topic, purpose, and intended audience.</li> <li>Analyze language register used by participants.</li> <li>Share hypotheses about general sense and details.</li> <li>Recognize their own strengths and those of others.</li> </ul>	9-12
<i>Encourage your students to explore, clarify, or think by means of questions, hypotheses, deductions, speculations and answers to the ideas of others. Create the necessary conditions, so they can:</i>	
<ul style="list-style-type: none"> <li>Interpret nonverbal language and attitudes of the speakers.</li> <li>Clarify the meaning of words using key words or contextual clues.</li> <li>Reflect on the relationship between actions, pictures, dialogues, and sound resources.</li> <li>Recognize technical or specialized information.</li> <li>Identify grammatical differences between American and British variants.</li> <li>Analyze the communication situation.</li> <li>Evaluate function and purpose of visual (e.g. ticker, subtitles, etc.) and sound (soundtrack, sound effects, etc.) resources.</li> <li>Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.</li> <li>Consider similarities and differences between their mother tongue and English.</li> </ul>	13-15
<i>Encourage your students so that they achieve their goals and give opportunities for them to apply and practice what they already know, so that they can:</i>	
<ul style="list-style-type: none"> <li>Write expressions to share emotions.</li> <li>Take into account grammatical characteristics of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions.</li> <li>Include explanations of main ideas in exchanges.</li> <li>Offer and ask for feedback.</li> </ul>	16-18
<i>Monitor the development of your students' skills to decide whether to provide individual or group support. Help your students, so they can:</i>	
<ul style="list-style-type: none"> <li>Ask and answer questions about the content of a TV program and emotions caused by it.</li> <li>Link sentences to express emotions and explain what caused them.</li> <li>Vary intonation, rhythm, and volume.</li> <li>Use resources to make time (e.g. <i>umm, er, you know</i>, etc.).</li> <li>Monitor the use of their voice (e.g. volume, speed, etc.).</li> <li>Exchange emotions and reactions.</li> </ul>	19-21
Closure and Assessment	22-23

# Opening

You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

## Let's start together

You could draw students' attention to the pictures and exercises on page 8 to activate previous knowledge and to discuss about the type of emotions caused by TV programs. You may invite volunteers to share their answers with the class. It would be a great opportunity for them to attempt to describe how certain TV shows make them feel.

## Initial Assessment

You can tell students that the Final Product of this unit will be participating in an interview and exchanging emotions and reactions caused by a TV program. Then ask them to read the sentences and reflect on how often they do or feel like what is said. Encourage them to be honest so that they really know what they are able to do in this moment and, therefore, appreciate better their progress in the end.

### 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*).

- I \_\_\_\_\_ watch TV programs.
- I \_\_\_\_\_ talk about TV programs.
- My feelings \_\_\_\_\_ change when I watch TV programs.
- I \_\_\_\_\_ feel comfortable sharing my opinions and reactions in a conversation.
- I am \_\_\_\_\_ comfortable asking someone questions about their feelings.
- I have \_\_\_\_\_ participated in an interview.

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## Development

## 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.



Encourage students to answer the questions orally and monitor offering help if they need it. The sample dialogue can provide some guidance so that they know how to answer questions 1 and 2. If you have kinesthetic learners, students could role-play the conversation in pairs to improve understanding.

### Answers: Underlined reality

shows, sports programs, series, soap operas, comedy programs, documentaries, and cartoons

1 Mónica likes *On Sport* because there are anchorwomen and you can read the tickers. Mónica likes *Mr. X* because it is amusing and has young actors. 2 Julio likes sports programs because likes to listen to experts give their opinion. Julio likes *Mr. X* because it makes him laugh a lot.

3 Suggested answer

### Reader Box

You may invite students to open their Readers to page 9 to learn about the history of television. After reading, you could ask students some questions to check their understanding of the text.

### Media Resources

Use Chapter 1 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 1 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

### Exercise 1

In this exercise, students can use the Glossary section on page 24 as an available tool to clarify the meaning of the highlighted words and expressions. You could also encourage pairs to look up any other words they do not know in a dictionary and to write them in the space provided in the Glossary page.

## Exercise 2

This exercise will allow students start identifying vocabulary they will need throughout the unit. Students could work individually and then share their answers as a class to foster learning from others.

**Answers: People** contestants, winners, sports anchors, anchorwomen, actors **Age group** for all ages, for teenagers, for children **Elements** challenges, tickers, subtitles, formal language

## Exercise 3

You may ask students to work in small groups to categorize the expressions according to their use. You could also encourage them to complete the table by memory and only refer back to the text to check.

**Answers: Stating characteristics** It is a family show for all ages. It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. As they talk you can read the tickers to learn the results of all the games. Foreign programs have subtitles. It has young actors because it is for teenagers. Some are hard to understand because they use formal language. **Expressing likes / dislikes** We really enjoy watching it together at home. I don't really like reality shows. I like to listen to expert sports anchors. I love action series. I don't like them. They make me feel sad. I like *Mr. X*. I like documentaries. I love watching cartoons.

Stage 1

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.

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## Exercise 4

You could do the first TV program genre as an example. You may ask students to reflect on the purpose of their favorite TV shows. Encourage them to say which kind of shows they watch and to give reasons for their choices.

**Suggested answers:** The purpose of the news is to inform. The purpose of a TV series is to entertain. The purpose of a documentary is to

educate. The purpose of a drama program is to create controversy. The purpose of a reality show is to criticize.

## Skills Box

In order to make this information more meaningful for your students, consider eliciting and giving examples by referring to popular shows and expressing their genre and purpose.



### 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.
- I can identify different TV genres *very well / partially / with difficulty*.
  - I can describe basic characteristics of a TV program *very well / partially / with difficulty*.
  - 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	documentaries, _____	local news, _____	reality shows, _____
Examples	_____	_____	_____

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answers and reflect, analyze, and help each other.

### Exercise 7

If students require additional guidance, you can direct them to previous exercises to review the information they missed. Look for magazine reviews from the Internet or from old TV magazines and provide them to the students who need extra help. You could also clarify concepts by modeling with sample TV programs: identify their genre, describe their characteristics, and identify their purpose.

### Exercise 8

Elicit examples of particular situations in which students have to change their speech to sound more formal. In this way they can be more aware that TV shows also have register variations. If you want to have more class interaction in this activity, a good way could be talking about popular shows as a class to decide together where to put them as examples in the table.

### For your Final Product

#### Exercise 5

Use this exercise as a portfolio evidence. Have students write on a separate sheet of paper if necessary. Model the activity with a popular TV show and have students identify all the elements. Now they may identify the same elements in their favorite program. Warn students that they will work for

the rest of the unit with the TV program they choose so they pick one that is rich in elements to examine.

### Intermediate Assessment

#### Exercise 6

This is an exercise for students to reflect on their performance up to this moment. Make sure you build an effective and cooperative environment where they can be honest in their

#### Suggested answers: Formal

documentaries, international news, science programs. **Consultative or Neutral** local news, soap operas, sports programs, interviews **Casual or Informal** reality shows, series, comedy programs, cartoons. Examples may vary.

## Exercise 9

This exercise is a guided practice for students to learn how to report what a TV show is about and infer language register from the kind of topics and elements it has. Consider guiding them doing one of the briefs together. For extended practice you could quickly describe a show you like for them to tell you the general sense and infer the language register accordingly.

### Suggested answers: Science

**program** Language Register: formal, General sense: TV show designed to share new scientific information.

**Singing contest** Language Register: informal, General sense: A singing contest in which contestants have to face weekly singing challenges.

## For your Final Product

### Exercise 10

Based on what they have learned so far, at this point students should be ready to write the brief for the program they selected. Have them work in pairs or in small groups to foster peer collaboration. Ask them questions to promote critical thinking and provide the necessary support, for example, by writing on the board the main points they should include as a guideline or checklist.

- 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.
- I can identify language register in a TV program. \_\_\_\_\_
  - I can describe the general sense of a TV program. \_\_\_\_\_
  - 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.

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## Intermediate Assessment

### Exercise 11


Remind students that these activities help them reflect on their progress. Encourage them to answer honestly so that they can identify the topics they need help with.

### Exercise 12

Encourage the creation of a friendly and trustworthy classroom environment where students help each other for the common good.

## Development

## 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

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**Answers:** 1 The music, the sound of the storm, and the noises outside the door. 2 The way she speaks and her facial expressions transmit fear.

3 Answers may vary.

## Skills Box

If you think it is necessary to simplify this information, provide and / or elicit examples from scenes of a program they like so that they can become fully aware of the importance of sound effects and nonverbal language when understanding the content of TV programs.

## Exercise 3

Let students discuss the sentences and guide them to conclude that the two options mean exactly the same. Give some examples of regional differences in the way things are said in their native language. If the resource is available, students could look for British and American TV programs on the Internet to identify similarities and differences.

## Exercise 1

02 For extra practice after the exercise, you may encourage students to use the questions as a guide to analyze other TV programs. Explain that it is important to understand the people, places, and feelings represented in the program they are watching to analyze it better.

## Exercise 2

You may explain to students that sound effects and nonverbal language (the actors' performance) creates the mood in a program in order to convey a feeling in the viewer.

If students need help with words from the track, remind them they can go to the Glossary on page 24 to check the meaning of the highlighted words.

## Language Box

You could wrap up the previous exercise by reading the contents of the box with your students so that it is clear for them that they might come across different variants of English, and that all are correct.



#### Exercise 4

It is important to remind students to pay special attention to the nonverbal elements that convey meaning to the story while reading and listening to the next part. If you think it is necessary, you can play the audio more than once to help students identify the sound effects and changes in the tone of voice. You can tell students to go to the Glossary on page 24 to help them clarify the meaning of the highlighted words. You may want students to compare their answers in pairs.

##### Answers: They show Tina's

**feelings:** scared tone of voice, more calmed tone of voice, relieved and happy tone of voice **They show**

**actions:** gulping and heart beating, dog panting and barking **They**

**create an atmosphere of suspense:** door banging, sound of wind, storm and door banging, suspense music, squeaky door hinge opening

#### In Class

You could invite students to role-play the script but changing certain aspects in their tone of voice and the body actions. This will allow them to notice how these features can help convey different meanings.


#### Exercise 5

Before starting the exercise, it might be a good idea to check if they already know or suppose they know what the words provided mean. A fun way to check the answers can be asking

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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 Awwww!]  
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

2 squeaky

3 relieved

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.

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students who are sure of the meaning of the words to act them out for the class.

#### Exercise 6

This role-play exercise will help students make a connection between tone of voice, sound effects, actions, and meaning. You may want to walk around to monitor the students' performance and encourage them to show emotions with nonverbal language. Finally, you

may encourage the reflection by asking students the following questions: *Do you think a TV program can be successful if it has unexperienced actors? Have you ever watched a TV program on mute? Do you think your appreciation of a program may change if it didn't have sound effects?* Encourage the participation of all students and provide help with any vocabulary doubts.

### 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.

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### In Class

Shy students may have a hard time exchanging ideas. You can help them by showing a positive body language (like an acknowledging smile) as you monitor conversations so they feel more confident.

### Intermediate Assessment

#### Exercise 9

This is an exercise for students to reflect on their performance. Students can pair up to share their answers. Build an effective and cooperative environment where they can reflect, analyze, and help each other.

#### Exercise 10

If additional guidance is required, you can direct them to previous exercises to review the type of information they provided and you can also clarify concepts by modeling sample answers to identify general sense (by identifying genre, purpose, and resources), purpose of resources (to add suspense, drama, comedy), and how to interpret them (*What do they reflect or indicate? The recorded laughs indicate they made a joke*).

### For your Final Product

#### Exercise 7

You can use this exercise as portfolio evidence by having students work on a sheet of paper. After drawing students' attention to the example notecard, it could be useful to provide an example of your own on how to complete a notecard before students do the exercise. It is important for students to notice they have to determine

the purpose of the resources and reflect on what the TV producers did to achieve that purpose.

#### Exercise 8

In this exercise, students will continue building their Final Product. It can be useful for students to analyze the sample comments before they produce their own. You could walk around the classroom offering help if required.

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

## Development

### Exercise 1

As an introductory exercise, you may pair up students and ask them to share a TV program they specially like and one they don't, giving reasons for their answers. If necessary, model the activity.

After pairs have read and listened to the conversation, you can remind them that they can always check the meaning of the highlighted words in the Glossary on page 24.

### Exercise 2

Ask students what the words in the second column have in common and encourage them to say more adjectives with *-ing* ending.

### Exercise 3

Allow students to get into pairs with a partner they haven't worked with. Warn them that they should not be afraid of making mistakes because they help us improve. Ask some volunteers to share with the class the sentences they came up with.

### Language Box

Go through the contents of the box with the students. Provide them with more examples of this type of word transformation.

### Unit 1 Stage 3

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.



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### Suggested answers: This

TV program is captivating. I feel captivated when I watch music concerts. That documentary is surprising. My mom feels surprised when I watch soap operas.

### Media Resources

You can use Poster Unit 1 in the Class CD for further practice. Students can look at the emotions and pictures to discuss which are positive and which are negative reactions and feelings.

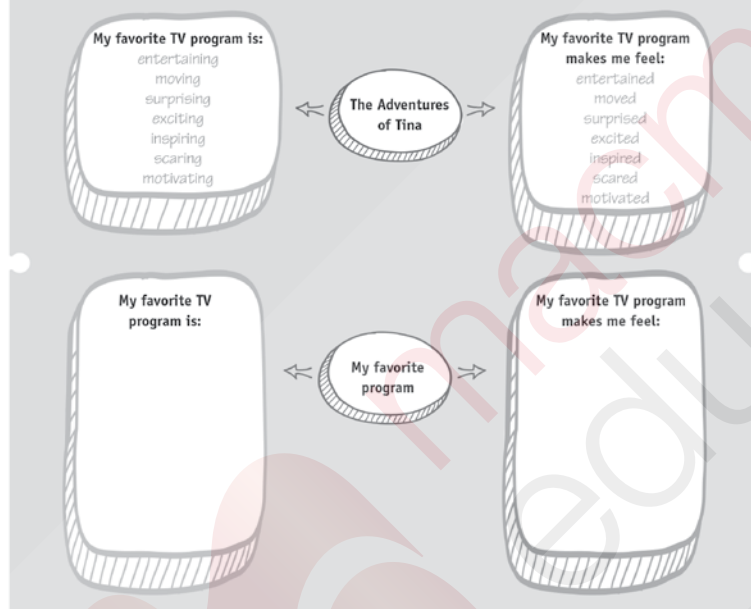
- 4 Work in pairs. Go back to the interview in Exercise 1 and circle the expressions Jason uses to begin his opinions. Then use those expressions to start your sentences from Exercise 3 and share them with another pair.

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.



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### Exercise 4

Read the instruction aloud and make sure students understand it. If you consider it helpful, model the second part of the exercise with examples of your own.

**Answers:** I believe, I think, In my opinion

### Skills Box

Going through this information helps students know they have tools that will be helpful for them when they express their personal opinions about a TV show, as they will be doing in several exercises and their Final Product interview.

## For your Final Product

### Exercise 5

You can use this activity as portfolio evidence and ask students to do it on a sheet of paper or in their notebook. Explain this is the next step to prepare for the interview in the Final Product. You can start by drawing students' attention to the example and asking some questions, for example: *What is the graphic organizer about? What kind of information does it include?* and others. Then you can invite students to draw a similar one about their favorite TV program for their Final Product. It could be useful to monitor the activity to make sure students understand the type of information they should include in the organizer.


### Media Resources

If you want to provide extra help for students to complete their organizers, you might find useful Poster Unit 1 from the Class CD. Students can find more emotions and reactions they can add to their organizers. Tell them they can look at the pictures and find some that match their own reactions to their favorite TV show.



## For your Final Product

### Exercise 6

 You can use this exercise as portfolio evidence. Draw students' attention to the example provided before they start working on their own. One way to monitor how the class is working could be asking them to read out loud their notes for the class. Remember it is important to build an appropriate learning environment where students show respect by taking turns participating and sharing their ideas.

**Suggested answer:** My favorite TV program is *Music Changed My Life*. It's a reality show. I think it is a different type of reality show because it is interesting, surprising, and realistic. When I watch *Music Changed My Life*, I feel inspired and relaxed.

## Intermediate Assessment



### Exercise 7

Finally, you may draw students' attention to the table to self-assess their performance. Tell them to reflect on the way they communicated their ideas in the previous activities and encourage them to locate their performance and circle the statement that best describes them.

Stage  
3

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.

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### Exercise 8

You may refer students to previous exercises in the unit to clarify doubts and encourage them to assist others who found it difficult to express their ideas.



## Development

## 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.

in a conversation, and give some examples in the student's native language so that they get the idea.

**Suggested answer:** To gain some time to think or to organize ideas before speaking.

## Exercise 3

05 Draw students' attention to the text in the Skills Box and consider asking them to underline in the conversation in Exercise 1 Bruno's strong opinions as they listen. This should make things easier for their discussion. Monitor as groups discuss their answers and provide help as needed.

**Answers:** Every episode is captivating! I never miss an episode. I get really frustrated. You learn so much. I am always amazed by what some of these animals can do!

## Skills Box

Read the box out loud. You may want to model some additional examples to the ones in the audio to make sure students understand how to use their voice to convey emotions and then elicit others from them.

## Exercise 4

This is an opportunity to practice the correct use of their voice and resources like pause fillers, and to assess their partner's performance.

## Exercise 1

This can be a good time to review by asking students to find expressions they already know to give opinions, before sharing with their partners. Students can go to the Glossary on page 24 to check the meaning of the highlighted words. You can draw their attention to the sample answer provided. Monitor pairs to provide help to those students

having difficulty expressing their ideas.

## Exercise 2

05 It might be helpful to model sentences using pause fillers in the students' native language. If the purpose of pause fillers is still not clear after the exercise, you could explain they are expressions to allow a speaker thinking time to order their thoughts and words

## Exercise 5

This exercise will help students become aware of the way questions are structured in English as a first step to be able to ask questions on their own in the best way possible.

**Answers: 1** What's your favorite program? Why is *Vampire Teens* your favorite program? What's it about? What's your opinion about reality shows? Why don't you like some reality shows? **2** Do you like watching movies? Do you like documentaries? **3** The order of the subject and the verbs. They use a question mark.

### In Class

*Wh-* questions are used to ask for information. They always begin with *why*, *what*, *who*, *which*, etc. (What is your favorite TV program about?). *Yes / No* question always give a positive or negative answer and begin with the auxiliary verbs *do* or *be* (Do you like sitcoms?).

## Exercise 6

You can guide students by asking them if the answers are *yes / no* answers or if they give specific information; this will help them identify the kind of question they need to write.

**Answers: 1** What is your favorite TV program? **2** Do you like watching the news? **3** What is the show about? **4** Where does the program take place?

**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.

### ICT Tips

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



### 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:	<hr/>
Question 2:	<hr/>
Question 3:	<hr/>
Question 4:	<hr/>

### ICT Tips

If you have Internet available, you can visit the suggested websites as a class. There are exercises to practice question formation.



what they've been practicing to the experience of their Final Product. Let them know that they will use the questions they create to interview other classmates about their favorite TV program.

### For your Final Product

#### Exercise 7

You may use this exercise as portfolio evidence. This exercise will allow students to connect

**Suggested answers:** What is your favorite TV program? What is it about? Why do you like it? How do you feel when you watch it? Do you always watch it?

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.

This is a good opportunity to clarify any doubts.

## Intermediate Assessment

### Exercise 10

This is an excellent opportunity for students to reflect on their progress up to this moment. You may walk around paying attention to students' answers and reminding them it is important to answer honestly.

### Exercise 11

Be prepared with extra exercises for students who require further assistance. Remember that it is important that you as a teacher should be open and available to answer all of their doubts.

### Exercise 8

This exercise fosters cooperative learning, as students check each other's work. It is advisable to monitor this exercise as students may require your help.

on their observations. You could advise them to focus on the fact they can improve and to receive it with an open mind and gratitude for the opportunity to learn.

### In Class

Not all students take feedback well. Let them know constructive criticism is not an insult or a reflection on who you are as a person. It's simply someone else's opinions based


### Exercise 9

Encourage students to go over their notes from the previous stages to review everything they have learned to participate in an interview about a TV program.

# Closure

## Final Steps

### Exercise 1

 You may use this exercise as portfolio evidence by having students do it on a sheet of paper. Once students have grouped up to do the exercise, consider monitoring the interaction by walking around the classroom listening to students exchange information and providing help if needed. You could provide sample notes to help them know what they should write about their partners' performance.

### Exercise 2

It is important you monitor their exchanges and offer counseling on how to improve as well as validation of the feedback they receive.

## Collect your evidence

### Exercise 3

This is a good opportunity for students to go over the stages they followed to achieve their Final Product. It is advisable for students to rehearse their interview so that they feel comfortable when presenting it to the class.

## Socialize

### Exercise 4

This stage of the product is meant for students to further practice the skills they acquired by interacting with other classmates. They should now

feel more confident as they notice how their fluency and accuracy have improved. It would be useful to monitor the interaction to identify whether students still have some weak aspects they should be working on later.

### Exercise 5

You can have two volunteers read the questions and encourage the class to exchange ideas and comments. You could


walk around the room, listening to students, and making notes on their performance.



## Self-assessment

In this stage, students should focus only on the Final Product. Encourage students to give honest answers so that they can detect strengths and opportunity areas.

## Closure

### Final Steps

-  **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.



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

### Collect your evidence

- 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

- 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.
- 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

- Now that you have participated in an interview, evaluate how well you did on your Final Product, answer the questions.**
  - Did you use new expressions to ask and answer questions in your interview?
  - Could you express your emotions and reactions in your own words?
  - How well did you answer the questions your classmates asked you in the interview? Did you understand the questions?

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# Assessment

## Assessment

### Formative Assessment

- 1 Read the sentences and complete them with the words from the box that best describe you.

always usually sometimes never

- 1 I \_\_\_\_\_ feel comfortable sharing my opinions and reactions in a conversation.
- 2 I am \_\_\_\_\_ comfortable asking someone questions about their feelings.
- 3 I have \_\_\_\_\_ participated in an interview.

- 2 Now that you have finished this unit, check (✓) the answer that best describes your performance. Acknowledge the aspects that you need to improve.

My Performance	1	2	3	4
Examine television programs.				
Interpret general sense and some details.				
Write notes about emotions and reactions to participate in an exchange of views.				
Exchange emotions and reactions caused by a TV program.				

#### KEY

- 1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

### Peer Assessment

- 3 Get together with classmates you worked with as a group during the unit and tell each other how well you performed as part of a team. Choose the statement that best describes your performance according to your classmates.

Do I help my partners?

- a) I never try to help. b) I help but with no enthusiasm.  
c) I help but I don't let anybody help me. d) I help as much as I can.

How do I participate in oral exchanges like interviews or conversations?

- a) I refuse to participate. b) I participate very little.  
c) I participate actively. d) I participate so much that I don't let others speak.

How do you give feedback to your partners?

- a) I don't give feedback to my partners. b) I am very rude when I give feedback.  
c) I don't try to be helpful when I give feedback. d) I try to help when I give feedback.

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

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## Peer Assessment

### Exercise 3

This part is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on.

### Exercise 4

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to implement them.

## Formative Assessment

### Exercise 1

Encourage students to brainstorm all the things they learned in this unit. Encourage them to complete the sentences honestly so that they really know what they are able to do now and appreciate how they have progressed. To do this, they can go back to the Initial Assessment on page 8 and compare those first answers to these ones.

### Exercise 2

This assessment process is divided into stages. First, students should assess their own performance. In order to do that, you can explain students how important it is to reflect and give honest answers, as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.



### Student Self-evaluation Chart on Skill / Achievement

A Student Self-evaluation Chart is a tool that helps students evaluate their own work in order to learn which areas they have improved on and which ones still need improvement. It offers students a reflection on their progress on certain skills or achievements.

**Instructions:**

- 1 Determine the skill or achievement to be evaluated.
- 2 Determine the characteristics or attributes.
- 3 Have students check (✓) each quality column according to their learning experience.

Student Self-evaluation Chart				
Skill / Achievement	Excellent	Good	Fair	Needs improvement
1				
2				
3				
4				
5				

**Comments:**



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