



Come Together

Teacher's
Guide

3

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DOPAZO



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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La Guía Didáctica que tiene en las manos es resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales para garantizar que los(as) alumnos(as) que cursan la asignatura de *Lengua Extranjera. Inglés* puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

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Contents

Introduction	5	Assessment: Teacher Journal	12
Assessment: Guidelines	10	Initial Diagnostic	13
Assessment: Portfolio Form	11	Pedagogical Principles	14

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.	
Product: Interview	
Opening	15
Development Stage 1: Examine television programs	16
Development Stage 2: Interpret general sense and some details	17
Development Stage 3: Write notes about emotions and reactions to participate in an exchange of views	21
Development Stage 4 Share emotions and reactions	24
Closure	27
Assessment	30
Evaluation Instrument	31
	32

Unit 2

Social Learning Environment: Academic and Educational	
Communicative Activity: Interpretation and follow-up of instructions.	
Social Practice of the Language: Interpret and write instructions to perform a simple experiment.	
Product: Instructions for an experiment	
Opening	33
Development Stage 1: Select instruction manuals and evaluate their content and structure	34
Development Stage 2: Interpret instructions	35
Development Stage 3: Write instructions	38
Development Stage 4: Edit instructions	42
Closure	47
Assessment	49
Evaluation Instrument	50
	51

Unit 3

Social Learning Environment: Recreational and Literary	
Communicative Activity: Literary expression.	
Social Practice of the Language: Write sentences based on words and expressions that communicate moods.	
Product: Emotions inventory	
Opening	52
Development Stage 1: Select and review poems	53
Development Stage 2: Understand general sense, main ideas, and some details	54
Development Stage 3: Describe emotions	57
Development Stage 4: Write sentences based on words and expressions that communicate emotions	61
Closure	64
Assessment	67
Evaluation Instrument	68
	69

Unit 4

70

Social Learning Environment: Academic and Educational**Communicative Activity:** Search and selection of information.**Social Practice of the Language:** Write a brief report on a historical event.**Product:** History report

Opening	71
Development Stage 1: Select and review descriptions of historical events.	72
Development Stage 2: Understand the content of historical events.	76
Development Stage 3: Write brief reports.	80
Development Stage 4: Edit reports.	83
Closure.	86
Assessment	87
Evaluation Instrument	88

Unit 5

89

Social Learning Environment: Recreational and Literary**Communicative Activity:** Recreational expression.**Social Practice of the Language:** Guess and formulate hypotheses about past events.**Product:** Enigmas inventory

Opening	90
Development Stage 1: Choose a past event.	91
Development Stage 2: Describe enigmatic events.	93
Development Stage 3: Formulate hypotheses to guess riddles that explain past events.	96
Closure.	100
Assessment	101
Evaluation Instrument	102

Unit 6

103

Social Learning Environment: Family and Community**Communicative Activity:** Exchanges associated with information of oneself and that of others.**Social Practice of the Language:** Interpret and provide descriptions of unexpected situations in a conversation.**Product:** Oral testimony

Opening	104
Development Stage 1: Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.	105
Development Stage 2: Interpret general sense, main ideas, and details.	109
Development Stage 3: Describe unexpected events.	115
Closure.	117
Assessment	118
Evaluation Instrument	119

Unit 7

120

Social Learning Environment: Recreational and Literary
Communicative Activity: Understanding oneself and others

Social Practice of the Language: Read fantasy or suspense literature to evaluate cultural differences.

Product: Comic strip

Opening	121
Development Stage 1: Select and review narrative texts.	122
Development Stage 2: Read narrative texts and understand general sense, main ideas, and details.	125
Development Stage 3: Describe characters.	131
Development Stage 4: Complete and write sentences based on characters' actions and features.	135
Closure.	139
Assessment	140
Evaluation Instrument	141

Unit 8

142

Social Learning Environment: Family and Community
Communicative Activity: Exchanges associated with specific purposes

Social Practice of the Language: Talk about cultural habits of different countries.

Product: Conversation

Opening	143
Development Stage 1: Negotiate a topic for a conversation about cultural habits.	144
Development Stage 2: Exchange proposals and opinions to open a conversation.	146
Development Stage 3: Ask and answer questions to go deeper in a conversation.	150
Development Stage 4: Use strategies to keep going and conclude a conversation about cultural habits.	155
Closure.	158
Assessment	159
Evaluation Instrument	160

Unit 9

161

Social Learning Environment: Academic and Educational
Communicative Activity: Handling information

Social Practice of the Language: Write agreements or disagreements to participate in a debate on one of the fine arts.

Product: Arguments for a debate

Opening	162
Development Stage 1: Review a topic of interest in different sources.	163
Development Stage 2: Read texts and interpret general sense, key ideas, and details.	168
Development Stage 3: Evaluate agreements or disagreements about a topic of interest to write arguments.	173
Development Stage 4: Participate in a debate.	176
Closure.	179
Assessment	180
Evaluation Instrument	181

Unit 10

182

Social Learning Environment: Family and Community
Communicative Activity: Exchanges associated with the environment

Social Practice of the Language: Discuss concrete actions to address youth rights.

Product: Presentation

Opening	183
Development Stage 1: Present starting proposals.	184
Development Stage 2: Assume a personal position and anticipate others' positions.	188
Development Stage 3: Offer counterarguments and defend their position during a discussion.	191
Closure.	194
Assessment	195
Evaluation Instrument	196

Audio Script 197

Bibliography 204

Track List 207

Introduction

Come Together is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations.

Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges, reading, and writing.
- Language is learned through communicative activities, models, and interaction among peers.
- Students are motivated to learn in the most effective way and to value and respect different cultures, including their own.
- A respectful and confident environment is encouraged. Mistakes are seen as opportunities to practice and improve, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

How Are Contents Distributed

The ten units are distributed in three suggested blocks (Block 1: Units 1-3; Block 2: Units 4-6; Block 3: Units 7-10). This intended division into blocks is a suggestion on how to balance environments and progressive contents throughout the school year. Nevertheless, it is up to your needs to move the units and social practices around. The units in the Student's Book are organized according to the complexity of skills required from the students. For example, Unit 1 starts with a Family and

Community environment where the social practice (Exchanges of emotions and reactions in an interview) might be a smooth start for students to communicate confidently with their peers. This first unit is followed by an Academic and Educational unit where students have to interpret and write instructions to perform a simple experiment. In this case, the vocabulary and language structures flow more naturally and are close to students too. By the end of the book, in Block 3, students are prompted to more complex skills and language abilities like analyzing and describing characters, agreeing and disagreeing, exchanging proposals and opinions, and assuming personal positions.

Flexibility

As explained before, the order and relation between the blocks and the learning environments (*Family and Community, Recreational and Literary, and Academic and Educational*) was suggested according to the degree of complexity of strategies, language awareness, and analysis skills students need to fulfill the social practices. Nevertheless, this suggested organization of contents, the amount of sessions it will take you to complete the social practices, and the implementation of the approach, depend on your class' needs. Please feel free to modify them accordingly. Regardless of this progression, every unit presents students with a clear process of building activities towards a final product and provides them with the necessary models to do so.

Components

Student's Book

Student's Book Units

The Student's Book contains ten units, all with the same structure: *Opening, Development, Closure, Assessment*, and a *Glossary* page.

Opening

Each unit starts with an Opening, which has two parts:

Let's start together: In this section, students will carry out simple exercises that will activate their previous knowledge and will make them aware of what they need to know for the social practice of the unit.

Initial Assessment: After answering this section, students will have an idea of how ready they are to build the Final Product of the unit and the aspects they need to focus on to be successful.

Development

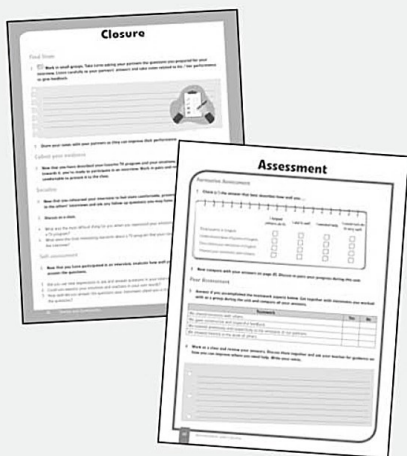
The Development section is divided into stages. These will take students through the social practices of the language and help them progress from a first contact and analysis to different practice exercises that will gradually build up towards a Final Product. The number of stages vary depending on each social practice of the language. *For Your Final Product* activities guide students through the necessary steps to build up a successful product. At the end of each milestone, there is a section called *Intermediate Assessment* with opportunities to reflect on their progress and the aspects they need to improve.

Closure

In this section, students will collect the evidence they have been creating throughout

the unit and will present, socialize, and assess their Final Product.

At the end of every unit, students will find an Assessment page where they will self-evaluate their performance and their team's work.



Other Features



This icon appears in activities where students have to discuss with their classmates.



This icon indicates when there is an audio support to accompany the activity.



This icon refers students to the glossary section at the end of the unit, where they can find the meaning of words highlighted in the texts.



This icon indicates exercises that produce evidence for the students' portfolios.



This icon refers students to the related chapter in the Reader.



This icon indicates suggestions to develop ICT skills.



Skills and Language Boxes appear in several moments for students to reflect and broaden thinking, learning, intercultural, and social skills or as a wrap-up of what they have practiced.



For your **Final Product**

These activities build up the Final Product gradually and progressively.

Reader

Each of the three levels of *Come Together* is complemented with a Reader that has corresponding chapters for each Student's Book unit. This component includes two types of texts: literary and informative. Literary texts are fictional stories that promote creativity and imagination. Informative texts provide facts and information to broaden the student's education. All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are exercises that develop vocabulary strategies, and bibliography to extend their knowledge. There are footnotes that students can refer to for key vocabulary to understand the text.

How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but it is recommended to have at least two reading moments during the unit and devote some time to the vocabulary strategies included in each chapter. In the Student's Book you will find suggestions on when to use the Reader to extend or support the learning process.

Teacher's Guide

The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes a table of the contents in the Student's Book, teaching notes for all the sections, and a suggested Evaluation Instrument for summative assessment.

Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidence and your observations collected throughout the units.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are,

where they will get, and areas of opportunity to emphasize in your planning throughout the school year.

- Teaching notes and answer keys for the exercises in the Student's Book. In every page, you will find a miniature of the Student's Book where the referred exercises are.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Language boxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears to encourage and guide students in the use of technology to enhance their learning when it is available.
- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

Teacher's Guide Units

The sections in every unit of the Teacher's Guide are exactly the same as in the Student's Book. Every unit opens with a table that shows the contents covered in the Student's Book, including the page where they are located. For your reference, the notes on every page refer to the exercises shown in a reproduction of the corresponding Student's Book page. *Come Together Teacher's Guide 3* includes teaching notes for all the exercises and the special features like *Skills and Language Boxes*, and *ICT Tips*. All exercises reinforce collaborative learning and scaffolding to support students, as well as some tips to help you have successful activities. You will also find an answer key clearly marked in a box after the notes.

Unit and Stage

Unit Section

The diagram illustrates the layout of a page in the Teacher's Guide. It shows a 'Unit and Stage' box with 'Unit 3' and 'Stage 3'. Below this is a 'Unit Section' box labeled 'Development'. To the right of the 'Development' box is a 'Reproduction of Student's Book Page' box, which contains a miniature of a Student's Book page. Below the 'Reproduction of Student's Book Page' box is an 'Answer Key' box, which contains the text 'Answer Key'.

Reproduction of Student's Book Page

Answer Key

Features

Media Resources Box


This box includes suggested activities involving the material included in the Class CD for further practice of the target contents, as alternative warmers, and as opportunities to reinforce contents. There is visual material in the Class CD for support in every unit and to work with the Reader.

In Class Box

This box includes class management strategies, intercultural awareness, mixed abilities tips, and all kinds of tools for your class.

Class CD

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student's Book exercises. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students' ability to comprehend English in different social situations. In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to visual students. You will find two types of visual materials: posters (one for each Student's Book unit) and flashcards for the Reader (three for each informative chapter and four for each literary chapter). These media resources can be projected or printed according to your own needs.

The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

How to Use the Class CD

The teaching notes in the Teacher's Guide suggest how to use the Class CD for supporting activities. *Come Together* provides an *Audio Script* with all the tracks at the end of the Teacher's Guide for your convenience. You will also find a *Track List* for easy reference to the audio tracks.

You will find suggestions on how to use the posters in the notes of the Teacher's Guide, but

the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce some language elements.

The Reader includes vocabulary exercises, but the flashcards in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges for you to monitor.

The *Come Together* Class CD can be played in CD players, computers, external CD players, etc.

How to Access Your Class CD

Visual Support Material

To run the CD, follow these steps:

- 1 Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the *Come Together* Class CD icon.
- 4 Select "Open" on the displayed Menu.
- 5 Right click on the folder you want to see ("Introduction" or "Additional Resources").

Audio Tracks

Computer

- 1 Open your computer's media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

Assessment

Come Together proposes several ways to gather data about students' learning to determine the global assessment. Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. Monitoring during the building of the Final Product is particularly important for your observations on overall performance.

Student's Self-assessment

After students complete each milestone of the unit, they will find an assessment section called *Intermediate Assessment*. This section is made up with simple exercises that involve self-assessment, peer assessment in pairs and small groups, and class assessment. These exercises will help students recognize their progress and how to look for remedial work in a collaborative way. It is suggested that you properly monitor this reflection to detect on time if further practice and review is necessary. Your support is essential in recognizing progress and areas that need improvement.

In the *Closure* section, there is a moment where students review the work done during the unit (*Collect Your Evidence*). This is a good way for students to notice what they have accomplished. The concluding activity for the Closure section is a discussion which helps students socialize their experience building their Final Product, but it is also an opportunity for students to assess their progress and recognize their strengths and weaknesses.

Finally, students end the work in each unit with an Assessment page. The first section involves the students' self-assessment on the skills acquired during the performance of the social practice of the language. Next, students will have the opportunity for a self-evaluation

and peer evaluation about some activities that helped them build their Final Product.

Portfolio Assessment

Come Together suggests several activities that can be treated as portfolio evidence for you to keep in an actual file, particularly those meant to build the Final Product. In these cases, it is recommended that you ask students to work or copy their work on a separate piece of paper or any other material of your choice.

The evaluation of a student's portfolio will show you the step-by-step route of a student towards an expected achievement and the final status at the end of a determined period. As work in progress, it can reveal in a timely manner those particular areas that need reinforcement in order to make sure students are acquiring the skills set to develop a Final Product. Exercises that are suggested to collect portfolio evidence have an icon to identify them.

Evaluation Instruments

At the end of each unit you will find a format for a suggested Evaluation Instrument. These instruments will allow several means of assessment: continuous and summative assessment of performance through the registration of observations from different types of monitoring, guided peer assessment, evaluation through rubrics, among others.

Use the *Portfolio Assessment* and *Teacher Journal* forms on pages 11 and 12 to help you keep a record of your students' performance.

Assessment

Portfolio Form

Student's Name: _____ Group: _____

Date: _____ Unit: _____

Skills	Description of the Evidence	Evidence Result	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes

Assessment

Teacher Journal

Teacher's Name: _____

School: _____

Date: _____ Group: _____

Observations

Solutions

Plan

Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency, everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
- can connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe their reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.^[1]

To achieve the goals of this course, it is necessary that you know what areas your students need to work harder on and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

For Your First Week of the Course

In the first class, when you meet your students, it is helpful to devote the complete session to the

diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing abilities. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an assessment. This game environment allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

^[1] From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe: © Council of Europe

Pedagogical Principles

The general purpose of the *Foreign Language: English* curriculum is that students develop skills, knowledge, attitudes, and learning strategies to participate and interact with native and non-native English speakers in written and spoken social practices of the language within different communicative, cultural, and familiar contexts.

The purposes of this learning cycle are:

- To analyze certain aspects that will help students improve their intercultural comprehension.
- To apply some strategies to cope with some obstacles that appear while learning a foreign language.
- To use strategies to consolidate their performance in a foreign language.
- To use simple but varied language items to perform in common situations.
- To exchange information of interest.
- To speak using a neutral register in different situations.

To do so, the approach of English is based on the social practices of the language. These are oriented to the process and integration of knowledge, abilities, attitudes, and strategies in communicative exchanges using English. That is the reason why the English language is defined as a communicative, cognitive, and reflexive tool that helps students express and exchange ideas, emotions, and interests. Language is not an abstract subject, nor isolated speech acts, but a tool to socialize by performing different tasks in varied environments.

To help your students, consider that they must learn English by using English. That is the best way to analyze, develop, and improve the communicative competency in English. Provide real or close-to-real communicative situations. Make classes interesting by showing how the social practices of the language respond to students' interests and their need to use English. Remember that students are at the center of the learning process, they should actively use their knowledge and experiences to face communicative situations

Discuss with students what language products have a relevant meaning in their process. Use their previous knowledge and interests on the social practices to let them propose how to plan their language products. Make sure they follow well-articulated steps for them to practice all abilities in English. And finally, promote the self-assessment and process analysis by asking questions, generating discussions, or facilitating peer evaluation.

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"> Compare topic, purpose, and intended audience. Analyze language register used by participants. Share hypotheses about general sense and details. Recognize their own strengths and those of others. 	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"> Interpret nonverbal language and attitudes of the speakers. Clarify the meaning of words using key words or contextual clues. Reflect on the relationship between actions, pictures, dialogues, and sound resources. Recognize technical or specialized information. Identify grammatical differences between American and British variants. Analyze the communication situation. Evaluate function and purpose of visual (e.g. ticker, subtitles, etc.) and sound (soundtrack, sound effects, etc.) resources. Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc. Consider similarities and differences between their mother tongue and English. 	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"> Write expressions to share emotions. Take into account grammatical characteristics of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions. Include explanations of main ideas in exchanges. Offer and ask for feedback. 	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"> Ask and answer questions about the content of a TV program and emotions caused by it. Link sentences to express emotions and explain what caused them. Vary intonation, rhythm, and volume. Use resources to make time (e.g. <i>umm</i>, <i>er</i>, <i>you know</i>, etc.). Monitor the use of their voice (e.g. volume, speed, etc.). Exchange emotions and reactions. 	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.

8 Family and Community

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.



- Which type of programs does Mónica like? Why?
- Which type of programs does Julio like? Why?
- 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.

- 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.

Skills

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 Tintin*
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	_____	_____	_____

Unit 1 11

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.

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.

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