

4 TV Around the World



1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.



Jeopardy! Tuesday, 9:30 P.M.

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy!* returned as a daily series with Alex Trebek as host.



Hoy Monday, 9:00 A.M.

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



National Geographic Channel

Thursday, 8:00 P.M. *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



CSI: Crime Scene Investigation Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.



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Unit Goals

- | | |
|--|---|
| <p>Vocabulary TV genres Reality shows</p> <p>Functions Discuss types of TV programs Express and explain preferences Express certainty</p> <p>Grammar Direct Objects Indirect Objects <i>To</i> and <i>For</i> Before Indirect Objects</p> | <p>Listening Listen for specific information</p> <p>Pronunciation Reduction of <i>going to</i> and <i>want to</i></p> <p>Reading A Brief Overview of the History of Television</p> <p>Writing Write a book review</p> <p>Form, Meaning and Function Articles Adjective Clauses and Relative Pronouns</p> |
|--|---|

Warm Up

Tell students briefly about one TV program you like and one that you don't like. Then, with books closed, ask students the first two introductory questions. Have students discuss their answers with a partner.

Invite a few pairs to tell the class which programs they like and dislike.

1 Listen and Discuss

- Have students skim the descriptions of the TV programs to answer the questions below. Ask a question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question.

Which program is about cars? (*Top Gear*)

Which program is a documentary? (*National Geographic videos and shows*)

Which program is a quiz show? (*Jeopardy*)

Which program is good for family viewing? (*Hoy*)

Which is a sports program? (*Sasuke*)

Which program is from the U.S.? (*CSI*)



Play the audio. Have students listen and read along in their books. Pause the recording after each program description to check general comprehension.

- Have students work in small groups to discuss the third introductory question, saying which programs they would watch, which they wouldn't watch, and why. Assign one student in each group the role of reporter.
- Have the reporter from each group summarize the group's discussion for the class, saying which programs were most popular with the students in the group.
- Ask students if they have seen the programs on this page or similar ones. For example, they may not have seen *CSI* but they might have seen other crime dramas.
- For additional vocabulary practice, write the following definitions on the board and have students find the words in the program descriptions:

Jeopardy!

facts about past events in history, culture, sports, etc. (trivia)

Hoy

suitable for families (family-oriented)

National Geographic Channel

to start or set in motion (launch)

CSI: Crime Scene Investigation

to think something is probable (suspect)

Top Gear

very unkind comment, intended to wound the feelings of others (cutting comment)

Sasuke

to try to do something (attempt)

Language Builder

Point out that English speakers often use the term *soap opera* to refer to programs similar to telenovelas. One difference between soap operas and the Latin American genre of the telenovela is that soap operas never end. The stories just evolve over the years.

Quick Check

A

- Have students work individually to complete the sentences. Tell them not to worry if they don't know some of the words. They should just make their best guess, using the context given.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, have them look it up in a dictionary.
- Check answers by calling on students to read aloud the sentences. Have students find the words in the program descriptions and explain how each one is used in context.

Answers

1. air, broadcast
2. plot
3. prosperous
4. inspiring
5. contestants
6. puzzling
7. version

B

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on pairs to answer the questions.

Answers

1. *Top Gear*
2. *Hoy*
3. *Sasuke*
4. *National Geographic shows and documentaries*
5. *Jeopardy!*
6. *CSI*

2 Pair Work

- Briefly brainstorm two or three ideas with the class for types of TV programs they might create. (This should be just enough to help them understand the task and then go on to think of their own ideas.) Write a few questions on the board to help them. For example:

What kind of program is it? (comedy, crime show, sports show, etc.)

If it's fictional (not a real-life story), what will the stories be about?

Who are the main characters?

What time should it air?

Who will the audience be? (children, teenagers, adults, families, etc.)

- Have students work in pairs to create their program. Tell them that they are going to have to sell their idea to the owners of the television station.
- Select a group of students to play the role of the owners of a television station. Then select a few pairs to present their ideas. The owners vote on the idea they like best.

Workbook

Assign page 249 for practice with the vocabulary of the unit.



Teaching Tip

From time to time, have students write you a letter about their language-learning experience. They could tell you about things that are hard for them and why, or perhaps talk about how they will use English in the future. You should keep the contents of these letters confidential. You may not be able to answer all of the letters but answer a few of them each time, making sure that you always reply to different students.



Additional Activity

Have students tell a partner about one TV program that they have seen recently that they enjoyed. What was it about? Who was in it? Why did they like it?



- The longest running soap opera in the U.S. was a program called *Guiding Light*. It began as radio program in 1937 and then became a TV program in 1952. The last episode was broadcast in September 2009.
- In Great Britain, a radio soap called *The Archers* has been running six episodes a week since 1951 for a total of over 15,000 episodes. One actor, Norman Painting, has played the role of Phil Archer since the program began.



Top Gear Wednesday, 9:30 P.M.

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.



Sasuke Wednesday, 8:00 P.M.

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior*.

Quick Check ✓

A. Vocabulary. Complete the sentences with these words.

| | | | |
|-----------|-------------|------------|----------|
| air | contestants | plot | puzzling |
| broadcast | inspiring | prosperous | version |

- Two words that mean "to transmit to an audience by radio or television station" are to _____ and to _____.
- To plan something secretly is to _____.
- Someone who has had financial success is _____.
- Something that causes a feeling of excitement and strong desire to do something important is _____.
- People who take part in a contest are called _____.
- Something that is difficult to understand or solve is _____.
- A variation of an earlier or original thing is a _____.

B. Comprehension. Name the show or shows.

- Which show has attracted both positive and negative comments from reviewers?
- Which show is broadcast in the morning?
- Which show airs twice a year?
- Which shows are available in more than 20 languages?
- Which show has aired for more than forty years?
- Which show might be enjoyed by a person who likes murder mysteries?



2 Pair Work



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Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

3 Grammar

Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.

A direct object answers the question *what* or *who*.

John wrote **the poem**.

John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.

There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*.

John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

To and For Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring, confess, give, hand, lend, offer, pass, pay, promise, read, sell, send, show, take, tell, and write*.

Will you pass *a pillow* **to me**?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book, build, buy, cook, find, get, keep, leave, make, order, and reserve*.

My parents bought *a new TV* **for me**.

Note: The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer, cash, change, close, fix, open, prepare, pronounce, and translate*.

Can you please translate *the program* **for me**?

A. Complete the conversation with **for** or **to**.

Alex: What happened in last night's episode of *Fast and Safe*?

Omar: I recorded it (1) ____ you. It was great.

Alex: Tell me about it.

Omar: Well, Alan wrote an email (2) ____ Ahmed. In it, he confessed (3) ____ him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (4) ____ himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (5) ____ Ahmed to drive in this show. He bought a new helmet (6) ____ him. He even sent a limo (7) ____ Ahmed's house, to drive him to the studio.

Alex: What did Ahmed do?

Omar: Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (8) ____ him again.

3 Grammar

Direct and Indirect Objects

- Write this sentence on the board:

Jack sold the car.

Ask: **What did Jack sell?** (his car) Explain that in this sentence *the car* is the direct object of the verb *sell*.

- Then write these sentences on the board:

Jack sold the car to John.

Jack sold John the car.

Ask: **Who did Jack sell the car to?** (John) Explain that *John* is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.

- Read the explanations and examples in the chart with the class.
- Working with the whole class, help students find more examples of sentences with indirect objects in the program descriptions on pages 48 and 49. Have them underline the direct objects once and the indirect objects twice.

To and For Before Indirect Objects

- Read the explanations and examples in the chart with the class. Write the following sentences on the board to show the difference between *to* and *for*.

Ali wrote a letter to Adel and told him about our trip.

Adel didn't have time to write, so Ali wrote the letter for him.

Ask: **In which sentence does Adel get a letter?**

(the first sentence) In the second sentence, Ali writes the letter for Adel as a favor.

Language Builder

Point out that when an indirect object is very short, just a name or a pronoun, it's more common to put it before the direct object. For example:

He told him the story.

However, when the indirect object is a long phrase, the indirect object is more likely to come after the direct object. For example:

He told the story to all of the people in the room.

A

- Have students read the conversation. Explain any unfamiliar words.
- Have students work individually to complete the sentences with *to* or *for*. Then have them compare answers with a partner.
- Check answers by having two students read the conversation, playing the roles of Alex and Omar. Have the other students listen and raise their hands if they disagree with any of the choices.

Answers

- for
- to
- to
- to
- for
- for
- to
- to



B

- Ask a volunteer to read aloud the directions and the examples. Then do the first sentence with the class as an example. Elicit the responses:
The comedian told the audience a joke.
The comedian told a joke to the audience.
- Have students work individually to write the sentences. Point out that they first need to decide which phrase begins the sentence. That phrase is not always given first.
- Check answers by having students write their sentences on the board.

Answers

- The comedian told the audience a joke./The comedian told a joke to the audience.
- The talk show host poured the celebrity a glass of water./The talk show host poured a glass of water for the celebrity.
- The sitcom dad gave his wife his wallet./The sitcom dad gave his wallet to his wife.
- The cartoon mouse offered the cat his cheese./The cartoon mouse offered his cheese to the cat.
- The host passed an audience member the microphone./The host passed the microphone to an audience member.
- The judges offered the contestants advice./The judges offered advice to the contestants.
- The host offered the contestant another chance./The host offered another chance to the contestant.
- The chef made the studio audience a dessert./The chef made a dessert for the studio audience.

C

- Focus students' attention on the photos. Ask a volunteer to read aloud the directions and the first sentence of each story.
- Have students work in pairs. To begin, one student works on the poster story while the other works on the graduation story. Then they read both stories and work together to finish them. They should write at least five or six sentences for each story. Tell them that it isn't necessary to use direct and indirect objects in every sentence, but they should use them once or twice in each story.
- Ask a few pairs to read their stories to the class. Have them point out the sentences that have direct and indirect objects.

Workbook

Assign pages 250–252 for more practice with the grammar of the unit.



Teaching Tip

Find out about your students' hobbies and interests and use these topics in the classroom whenever possible. Encourage students to share information and details about these activities with the class.



Additional Activity

Arrange students in pairs. Give each pair eight to ten index cards or slips of paper. Have them write a sentence that uses a direct and indirect object (with or without a preposition). They copy the sentence onto the cards—one word on each card. Then have them mix up the cards and pass them to another pair. That pair tries to unscramble the cards and writes the complete sentence on a piece of paper. They then remix the cards and pass them to another pair and so on. After about five or six minutes, have students read the sentences they have written. Are they the same as those the original authors wrote?



Many people assume that teens are watching less TV now because they spend more time doing things like playing video games and surfing the Internet. However, a recent study says that this isn't true. The study found that in the last 5 years, teens have been watching 6 percent more TV. On average, teens spend more than 104 hours a month watching TV. They spend an average of about 12 hours online.

- B. Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

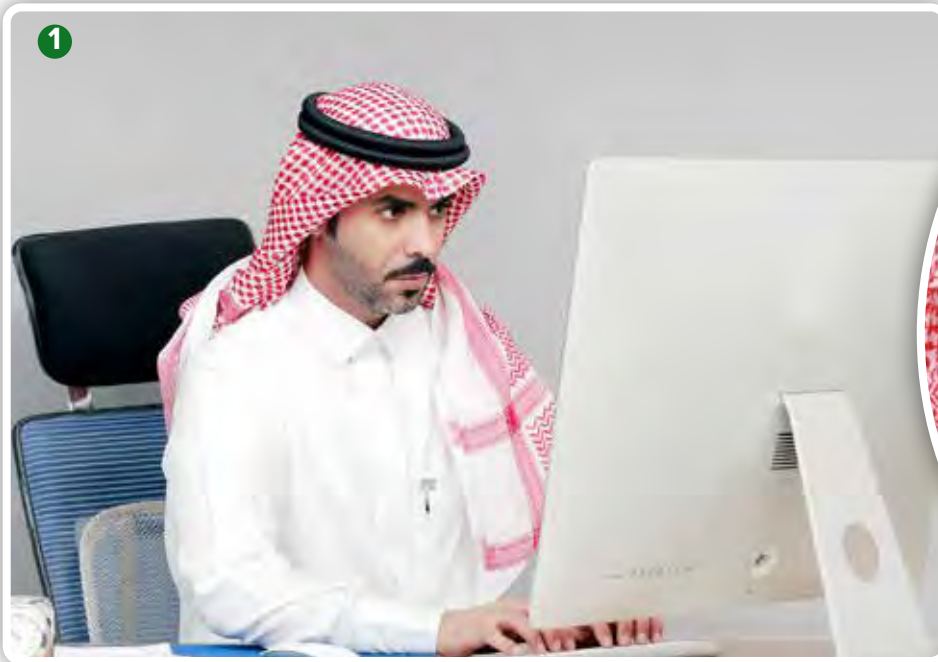
💡 I sent / the TV schedule / John
I sent John the TV schedule.
I sent the TV schedule to John.

1. the comedian told / the audience / a joke
2. a glass of water / the talk show host poured / the celebrity
3. the sitcom dad gave / his wife / his wallet
4. his cheese / the cat / the cartoon mouse offered
5. the host passed / the microphone / an audience member
6. the judges offered / the contestants / advice
7. another chance / host offered / the contestant
8. the chef made / the studio audience / a dessert

- C. Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

💡 Jamal had spent weeks planning a poster for ecotourism in his country...

💡 Ahmed's parents were proud of his achievement and wanted to do something special for him...



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4 Conversation

- Asma:** What are you watching?
- Noura:** That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.
- Asma:** Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!
- Noura:** I **get a kick out of** it. Look! He's going to decorate that dish with flowers.
- Asma:** I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?
- Noura:** No way! Don't touch that **remote**!
- Asma:** It **bugs** me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be **all** friendly with each other.
- Noura:** I don't know. Some of them seem to know what they're doing.
- Asma:** I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.
- Noura:** Relax. It's just a TV show.
- Asma:** **C'mon**. We're wasting our time watching this stuff. Don't be such a **couch potato**. What do you say we go shopping?
- Noura:** **Nah**. There's another game show on right after this.



Real Talk

get a kick out of = enjoy
remote = remote control
bugs = annoys
all = very, completely
C'mon = Come on.
couch potato = someone who watches too much TV
Nah = No.



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About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

Your Turn


Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.


Expressing Certainty

I'm sure/certain/positive that...
 There's no question that...
 It's obvious that...
 I'm telling you that...

4 Conversation

- Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.)

 Play the audio. Have students listen to the conversation with their books closed.

 Play the audio again and have students listen and follow along in their books.

Real Talk

- Model the words and phrases for the students to repeat. Discuss some of the more idiomatic words and expressions. Point out that these are all informal expressions and that students shouldn't use them in formal situations. Ask who says each word or expression and why.

get a kick out of (Noura says this, meaning she has fun watching reality shows.)

bugs (Asma says this, meaning that the shows annoy her.) The expression probably comes from the feeling you get when an insect is flying around you.

Show off (Asma says this, meaning that the contestant tries to show how clever or skilled he is so that other people will admire him.)

couch potato (Asma says this, meaning that Noura spends too much time watching TV.) The expression compares the person to a vegetable, sitting on a couch and doing nothing.

- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.

What do you get a kick out of?

What bugs you?

Have you met anyone who likes showing off?

Are you a couch potato?

About the Conversation

- Discuss question 1 with the whole class. Elicit information from several different students. Each student should add more detailed information, building on the answers of other students. If necessary, ask more detailed questions. For example:

Who are the contestants on the program? (a team of cooks)

What do the contestants do? (They need to prepare a 4-course meal as a team and serve it to the judges.)

What is one of the contestants waiting for? (He is waiting for a chance to show off.)

- Have students work with a partner to answer the rest of the questions. Call on volunteers to say their answers for the class.

Answers

Answers will vary. Sample answers:

1. It is a game show on which a team of cooks need to prepare a meal and serve it to the judges.
2. She doesn't like it. (What do they get out of it, It bugs me to watch this, etc.)
3. *Answers will vary.*




Your Turn

- Ask a volunteer to read the directions aloud.
- Have students read the expressions in the box. Explain that they can use these phrases when they are very sure about something. Ask: **Which expression does Asma use in the conversation?** (I'm telling you...)
- Remind students of some of the game shows they mentioned before listening to the Conversation. Use a show of hands to find out who watches which programs. Try to pair up students who watch the same program. If some students don't watch game shows, have them talk about any other program with a continuing story, such as a crime drama or sitcom.
- Have students work in pairs to create their own conversation. Tell them to use at least one of the phrases for expressing certainty from the box, as well as a Real Talk expression.
- Have one or two pairs act out their conversation for the class.



5 Listening

- Ask students if they have ever seen any TV quiz shows. Tell them that they are going to listen to a conversation between the quiz show host and the contestant. Have them look at the chart so they know what they will listen for.

-  Play the audio. Tell students to listen but not to write at this time.
-  Play the audio again. Have students write their answers in the chart.
-  Play the audio again to check answers.

Answers

| Positive impact | Negative impact |
|---------------------------------------|------------------------|
| fantastic trainer | a broken toe |
| in the best physical and mental shape | father in the hospital |
| wonderful, supportive family | a cold |

Audioscript

Host: Good evening, and welcome to *Brainworks*. We'd like to begin tonight's program by chatting with Imad, who amazed us with his perfect answers last week. Imad, I want to congratulate you on making it to the semi-finals. How do you feel?

Imad: I feel absolutely fantastic. It's so exciting to have made it to the semi-finals.

Host: I hear you have a few extra challenges to deal with this week.

Imad: Yes, that's true. For one thing, my father fell and broke his arm. He's in the hospital now, so he's really on my mind. The other thing is that a few days ago I was building a bookshelf for my friend. He was passing me a hammer and unfortunately, he let go before I took the hammer. And now I have a broken toe. On top of it all, I woke up with a cold this morning! But I'm not going to let any of that stop me.

Host: Well, we're all very sorry you've had such a difficult week, but there's no question in my mind that you're going to overcome all your problems once you take your seat on the platform. You've had one spectacular win after another. How do you do it?


Imad: Well, I owe my success to a number of things. Above all, I have a fantastic trainer. Ismail is the best trainer anyone could have. For another thing, I'm in the best physical and mental shape of my life. That's so important when dealing with challenging tasks. But I've also had other advantages. I have a wonderful family that has been so supportive of me throughout this competition. I couldn't do it without them. Their thoughts give me energy and keep me going. I want to take a minute to say thank you to my family, and to wish my father a quick recovery.

Host: Wonderful! Well, tonight you are going to be answering the Top Master's questions. Do you think you'll be able to win again this week?


Imad: I'm sure I will. We've put in a lot of research and hard work, on top of years of study and preparation. We want to prove that hard work pays off. We hope it's going to be a good show for everyone!

6 Pronunciation

A

-  Play the audio while students listen and read along in their books.

B

-  Play the audio again. Have students listen and repeat, or speak along with the recording.

B

- Have students work individually. After several minutes put students in groups to practice reading the sentences aloud.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner.

Answers

1. b 3. c 5. e 7. a
2. g 4. f 6. d

Workbook

Assign page 253 for additional reading practice.



Teaching Tip

Tell students that they should write only very brief notes while they are listening. The reason is that it's difficult to write and listen at the same time even in one's first language.



Additional Activity

Select a short paragraph from the Listening task and use it as a dictation activity.

5 Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.



Things that have a positive impact on Imad's performance

Things that have a negative impact on Imad's performance

6 Pronunciation

A. In casual speech, **going to** is often reduced to /gonna/, and **want to** is often reduced to /wanna/. Listen and practice.

1. I'm not **going to** let any of that stop me.
2. There's no question in my mind that you're **going to** overcome all your problems.
3. You're **going to** be answering questions.
4. I **want to** congratulate you.
5. I **want to** take a minute to say thank you.
6. We **want to** prove that hard work pays off.

B. Find **going to** and **want to** in the conversation you read on page 52. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

7 Vocabulary Building

A. You will see these words in the reading on pages 54 and 55. Match the words with their meanings.

- | | |
|--------------------|--|
| 1. _____ evolution | a. having plenty of money and possessions |
| 2. _____ distinct | b. the gradual change and development of an idea |
| 3. _____ prototype | c. a model used to test a new machine, car, etc. |
| 4. _____ transmit | d. a very important event in the development of something |
| 5. _____ patent | e. obtain the right to make or sell a new invention or product |
| 6. _____ milestone | f. send out |
| 7. _____ affluence | g. clearly different |

B. Check your answers with a partner. If you do not understand the meaning of a word,

look it up in a dictionary.

8 Reading

Before Reading

Television is popular around the world.
Why do you think it is so popular?
How much do you know about television?

A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888-1946) is a researcher who is best remembered for inventing a mechanical television



system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

8 Reading

- Discuss the **Before Reading** questions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board.
- 🔊 Play the audio. Ask students to listen and read along in their books.
- Refer students back to the notes on the board. Were any of their ideas mentioned in the article?

- If there is time, use the article for additional vocabulary practice. Explain that it is often possible to guess the meaning of a word by looking at the context, or the sentences around the word.
- Have students work with a partner. They find the words in the article and, without using a dictionary, they use context to write definitions for the words. If they find writing a definition difficult, you might also ask them to write sentences using the word or give examples of the words.

READING STRATEGY Main ideas and examples

- Explain that one common way of organizing an article is to present several main ideas, each in its own paragraph. A paragraph often (but not always) begins by stating the main idea and then supports the idea with examples.
- Have students read paragraphs 4, 5, 6, and 7 of the article again. (Paragraph 4 starts with *Electronic television is based on the development of the cathode-ray tube*) Have them underline the sentence in each paragraph that expresses the main idea. Then have them compare their underlined sentences with a partner.
- Discuss the sentences students underlined with the whole class. Ask students to say what examples the article gives to support each one. Explain that marking a text like this is a good study strategy. It makes it easy to review the main ideas at a glance when studying for a test.

Main idea sentences

paragraph 4

Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions.

paragraph 5

In actual fact, the earliest proposal for color television was patented in 1904 (The second sentence explains the first one.)

paragraph 6

John Baird (1888-1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea.

paragraph 7

Vladimir Zworykin, the inventor of the kinescope, ...

After Reading

- Have students work in groups of three to ask and answer the questions. Assign each student in the group two questions to ask. The student asks the questions and then elicits answers from each of the other students.
- As students are working, go around and check answers to the questions.
- Discuss question 6 with the whole class. What do students think about the future of reality TV?

Answers

Answers will vary. Sample answers:

1. The two main schools of thought were: Paul Nipkow's rotating disks and a cathode-ray tube developed independently by, Campbell-Swinton and Rosing.
2. He transmitted a dollar sign. He used a dissector tube.
3. The earliest proposal for color television was patented in 1904.
4. Because people fail to make the connection between the television set and the cathode-ray tube.
5. He made televisions cost-effective.
6. Answers will vary.

9 Speaking

- Have students in groups. Tell them they are going to talk about their favorite TV shows. Focus their attention on the chart. Have them compare their notes and decide which are the popular TV shows.
- After several minutes, when students have finished, as a class, have them find out about the other groups and compare their findings.

Workbook

Assign pages 254–255 for additional writing practice at word and sentence level.



Teaching Tip

When students are working with new vocabulary, encourage them to define the words and think of examples in English rather than just translating the word into their first language.



Additional Activity

Do a cloze activity. Write on the board or make copies of one paragraph from the reading with every fourth or fifth word deleted. Then with books closed, have students work with a partner to fill in the missing words. Doing this gives students practice dealing with an interesting mix of content and function words.



Project: TV Guides

Have students work in groups of four to create a "Recommended Program Guide" for their classmates. The group chooses four programs that will be on TV in the following week. They write a brief description of each program, including the day, time, and channel on which it will appear. They mount all the descriptions on a piece of poster board and illustrate it with drawings or pictures cut out of magazines. Put the posters up around the classroom so that groups can read each other's recommendations. Follow up during the week to see how many students actually watched the programs.



Reality-based entertainment has been around for a while. One of the first examples is a 1947 radio show called *Candid Microphone*. The program became the TV show *Candid Camera* in 1948. Both shows were based on the idea of playing practical jokes on unsuspecting people and recording or filming it with a hidden camera or recorder. At the end, when the joke was revealed, they would say, "Smile! You're on Candid Camera." The show continued to run, off and on, until 2004.



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displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along

with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

| Year | Inventor | Invention | Effects |
|------|----------|-----------|---------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

9 Speaking

1. Make a list of your favorite TV shows and why you like them.
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

| Questions | Group answers | Class answers |
|---|---------------|---------------|
| Which TV shows are the most popular among your friends? | | |
| Why are these shows popular with your friends? | | |
| What do you like about these shows? | | |
| What do you dislike about these shows? | | |

10 Writing

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary?
What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
 - What is the name of the TV film?
 - What genre does it belong to?
 - Which actors star in the TV film?
 - What information can you find about the characters, the setting and the plot?
 - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
 - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Basehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.

The TV film takes us on a grand adventure over the waves as Captain Ahab and his

crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!



If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film *Moby Dick*.
- Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences.
- Read the directions for 2 and 3 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students read directions for 4. Allow time for them to read the review and answer the questions in pairs. Call on students to report their answers in class.

Answers

- *Moby Dick*
- Adventure
- Gregory Peck, Richard Baderhart and Leo Genn
- Characters: Captain Ahab and the ship's crew; a whale
Setting: 19th century England; on a whaling ship; a sea voyage
Plot: Captain Ahab sets out a sea voyage to find a great whale and take revenge
- The 1956 version is better than other versions; It compares favorably with the book.
- The writer recommends the TV film to people who enjoy adventure stories set at sea.



- Play the audio and have students listen and check their answers.
- Call on pairs to report for the class. Hold a class discussion on examples of other reviews they have read before. Ask whether book or TV film reviews they have read follow a similar format to the one on page 56.
- Call on a volunteer to read the directions for 5, 6 and 7 aloud for the class. Have students work individually to answer the questions. Tell them to highlight items and then identify forms. Have them compare with a partner.

Answers

- Present tenses. Not really because they are used to describe/present the story.
- Passive forms are used to describe who directed and starred in the TV film.
- Yes, there are paragraphs. Each paragraph has a particular focus. Paragraph 1 describes who directed and starred in the TV film. Paragraph 2 describes the characters, setting and plot. Paragraph 3 states the writer's opinion of the TV film. Paragraph 4 states whether the writer recommends the TV film or not.
- Call on students to report their answers and have a class discussion on other books or TV films that students have read or watched.



B

- Organize students in groups and have them read the directions for 1. Have them study the chart, discuss a book they have all recently read and complete the chart with information about the book
- Have students use their notes to present three key events in the plot.
- In groups, students should exchange their outlines, read and comment before returning them for editing.
- Circulate and monitor; help when necessary.
- Direct students to the Writing Corner. Elicit what they know about review writing. Tell them that the guidelines provide information about how to organize their information about a book or TV film in order to write a review.
- Go through the guidelines with the students.
- Have students write the first draft of their review. Ask them to help each other edit their texts.
- Post the reviews on the board or the wall for the class to read later and make comments on post- its.
- Ask students to comment on whether they would like to read the books reviewed. Ask why/why not?

Workbook

Assign page 256 for additional writing practice above word and sentence level.



Additional Activity

Organize students into groups and hand out jumbled reviews of books or TV films. Ask students to work together to put the reviews back in order according to the order of information given in each paragraph.



Teaching Tip

Reviews are easy to write as reviews often follow a similar organization in terms of the order of information. A key feature is that the ending to a book or TV film is never given away in a review. Point out that we use descriptive language in reviews when describing characters and the setting in the same way as we do for stories.



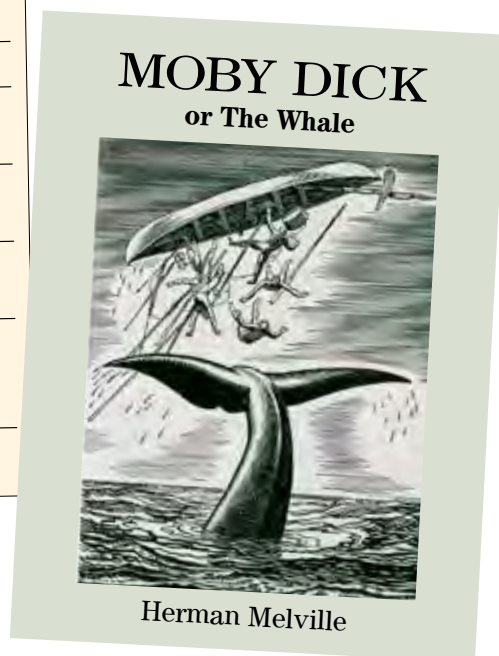
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B. 1. Think of a book you have recently read. Make some notes in the chart below.

| |
|---|
| Title of book: _____ |
| Author: _____ |
| Fiction / non-fiction / genre: _____ |
| Information about the characters, setting, plot, etc.: _____ |
| Comparison and contrast (this book vs. other books): _____ |
| Would you recommend it? Who should read the book? Who would like it and why? _____ |
| _____ |



2. Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).
3. Write your book review.

| | Information |
|--------------|-------------|
| First Event | |
| Second Event | |
| Third Event | |

A Fishy Tale
Moby Dick, written by Herman Melville and first published in 1851, is a literary classic. It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.

11 Form, Meaning and Function

Articles

We use the indefinite article *a/an* before singular nouns.

We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival

We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle

We use the definite article *the* before singular and plural nouns:

| | |
|--------------------|---------------------|
| the student | the students |
| the mango | the mangoes |

Use *the* for objects that are one of a kind:

| | | |
|------------------|----------------|-----------------|
| the Earth | the sun | the moon |
| the stars | the sky | the sea |

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

| | | |
|---------------------------|-------------------|--------------------------|
| the Red Sea | the Amazon | the Eiffel Tower |
| the Arabian Desert | the Alps | the United States |

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

| | | |
|--------------------------------------|-----------------------------|-----------------------------|
| Fahd is my brother. | I live on Main Street. | He's in Dubai on vacation. |
| She went to Europe with her parents. | Mount Olympus is in Greece. | The festival starts in May. |

- A.** Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a*, *an*, *the*, or no article (-).

TV show host: When did you first hear about the Jazan Mango festival?

Visitor: Well, I first heard about (1) _____ Jazan Mango Festival three years ago from (2) _____ business colleague in (3) _____ Dubai. He told me that every year in (4) _____ May, Jazan holds (5) _____ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) _____ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .



TV show host: Every year in (7) _____ Saudi Arabia, (8) _____ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) _____ village near (10) _____ Riyadh, and it is normally held between (11) _____ November and (12) _____ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) _____ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) _____ children ...



- B.** Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.

11 Form, Meaning and Function

Articles

- Write the words on the board and say them out loud: *a TV* and *an English class*. Show students how it's easier to say 'an English class' with the /n/ sound in *an*.
- Go over the explanation and other examples of *a* and *an* in the presentation.
- Explain that the definite article *the* comes before singular and plural nouns: *the student* and *the students*.
- Tell students we use *the* for specific objects or people that have already been introduced or that are already known. For example, *He is an English teacher. The English teacher is very knowledgeable about other cultures.*
- Explain that we do not use *the* with plural nouns when talking in general. For example, *Teachers work at schools*. Use *the* for objects that are one of a kind. For example, *the Earth, the sun, the moon*, and so on.
- Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments. For example, *the Red Sea, the Amazon, the Eiffel Tower, the Arabian Desert, the Alps, the United Arab Emirates*.
- Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home, school, work, business*, and *vacation* when used for their purpose. For example, *Fahd is my brother. He is in Dubai on business.*

A

- Tell students they are going to read about two festivals in Saudi Arabia. Ask them to look at the pictures and guess the festivals. Elicit or give the names of the two festivals (the Jazan Mango festival and the Janadriyah national heritage and culture festival).
- Before students read the texts in the Student Book, elicit as much information as you can from students about the festival write it on the board.
- Ask students to read the two paragraphs and ignore the gaps. They should see if any of their ideas listed on the board are mentioned in the texts.
- Ask students to feed back their answers and ask for any new information they found out from reading the paragraphs.

- Tell students to complete the exercise alone and then compare their answers in pairs.
- Call on volunteers to read out the completed texts.

Answers

- | | | | |
|--------|--------|--------|---------|
| 1. the | 5. the | 9. the | 13. – |
| 2. a | 6. The | 10. – | 14. the |
| 3. – | 7. – | 11. – | |
| 4. – | 8. – | 12. – | |

B

- Using the ideas already written on the board in exercise A, ask students to choose one of the festivals and give some more information.
- Ask students to do this exercise alone before comparing their answers in groups.

Answers

Students' own answers.



Additional Activity

Ask students to work in pairs or groups of three. Each student should write the name of another festival on a piece of paper and then fold the paper so that their partner or group members do not see what they have written. Students then try to guess each other's festivals by taking it in turns to ask yes/no questions about each other's festivals.



Jazan Province includes the Farasan Islands in the Red Sea: a group of 84 islands. The main island of Farasan is about 50 km off the coast of Jazan. Ferry service to the island is free twice a day. The islands are a protected nature reserve and home to the endangered Arabian gazelle and many species of migratory birds. Farasan Island is also known for its beautiful beaches and several archaeological sites of Islamic heritage.

Adjective Clauses and Relative Pronouns

- Read through the information in the presentation and ask students to identify the noun given in the example sentence: The language that he/she speaks at home is Arabic. (The noun is 'the language.'). Ask: *Which language?* (Arabic)
- Elicit that *who* is used with people (The woman *who* is crossing the street...); *which* is used with things (The language *which* she speaks...); and *that* can be used with people or things.
- Explain that the relative pronoun *that* can only substitute *which* or *who* in a defining relative clause or adjective clause (ie with no commas). It is used to answer the questions: *Which one?* or *Who?*

Relative Pronouns as Subjects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the subject in the example sentence: I am someone who loves watching quiz shows on TV. (The subject is 'I'.)
- Write on the board the following question stem and ask students to complete orally:
I am someone who ...
- Tell students to listen carefully to each other and call on volunteers to recall as many of their classmates' answers as possible. For example,
Aisha is someone who ...; Maryam is someone who... and so on.

Relative Pronouns as Objects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the object in the example sentence: English is a language (that) many people find easy to learn. (The object is 'English'.)
- Explain that when the object is placed at the beginning of the sentence and is defined, we can omit the relative pronoun. For example,
Arabic is a language (that/which) many people speak.
My mother is the person (that/who[m]) I admire most.
Hard work is the reason (that/which) many people attribute to success.

- Write on the board the following ask students to copy them into their notebooks and complete in their own way:

_____ is the animal _____.

_____ is the person _____.

_____ is the reason _____.



- Ask students to complete the statements 1 to 10 in three minutes. Have students close their books and ask students at random: *What's a quiz show host? What's a crime drama?*
- Point out that the name of the TV quiz is Define It! For this reason students must give a definition and use a relative pronoun. There are no commas.

Answers

Answers will vary. Possible answers.

1. A quiz show host is a person who/that asks questions.
2. A crime drama is a show which/that tells a story about crime.
3. A microphone is something which/that amplifies the sound of people's voices.
4. A daytime series is a program which/that appears every day on TV during the day.
5. A TV documentary is a program which/that investigates and gives facts about the natural world or science.
6. A forensic scientist is a person who/that gathers evidence from a crime scene.
7. A poem is something which/that is written in a creative way.
8. A remote control is something which/that is used to change the TV station.
9. The Mango Festival in Jazan is an event which/that is popular with many people around the world.
10. August is the month which/that follows July.

Workbook

Assign pages 257–258 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

If possible, arrange the seats in your classroom so that students are not sitting in straight rows facing the front of the room. The purpose of learning a language is communication. It is easier for students to communicate with you and each other if they are facing each other.

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* **that he/she speaks at home** is Arabic.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves watching quiz shows on TV.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

English is a language **(that)** many people find easy to learn.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

C. Complete the quiz answers asked in the TV show *Define it!*

TV quiz show host: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...

1. A quiz show host is a person _____.
2. A crime drama is a show _____.
3. A microphone is something _____.
4. A daytime series is a program _____.
5. A TV documentary is a program _____.
6. A forensic scientist is a person _____.
7. A poem is something _____.
8. A remote control is something _____.
9. The Mango Festival in Jazan is an event _____.
10. August is the month _____.



12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on:
 - the type of program
 - the roles/jobs of the people involved
 - the episode and what happens in it, i.e. events.
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
4. Complete the chart with information and details about 5 minutes of your episode.
5. Research and find ideas and samples to help you.
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
7. Assign these roles/tasks to members of your group:
 - cameraman
 - director
 - actors, contestants, host, interviewer, etc.
8. Do a trial run. Make changes if necessary.
9. Film 5 minutes of your episode.



| Timing | Who is in front of the camera/in the frame? | Where is the person/are the people? | What is the person/are the people saying? | What is the person/are the people doing? | Materials/ props needed |
|------------------------|---|-------------------------------------|---|--|-------------------------|
| 1 st minute | | | | | |
| 2 nd minute | | | | | |
| 3 rd minute | | | | | |
| 4 th minute | | | | | |
| 5 th minute | | | | | |

12 Project

- Organize students in groups. Tell them that they are going to write and produce a TV episode.
- Read directions 1 and 2 with the class. Ask groups to discuss and decide on the type of program that they would like to produce, the roles of the people involved and the events that transpire in about 5 minutes of the episode.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read 3, 4, 5. Allow them to research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them.
- Direct students to the chart and ask them to use it in order to make very brief abbreviated notes or copy it on a sheet of paper with more writing space.
- Ask students to read 6 and plan props. You can, if you wish, bring in some objects and/or materials that can be used to make props. For example, sunglasses, bags, scarves, an umbrella, a camera etc.
- Read directions for 7, 8 and 9. Have students assign roles and tasks to members of their group. Explain that they have to think of every single detail. Use questions like these to help them:
Where will each person stand?
What will they be looking at?
Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?
How are the actors supposed to deliver their lines?
What kind of emotions are involved?
What kind of props are going to be used?
What will the background be?
What is the setting? What is the set going to look like?
- Let groups organize themselves and get ready to rehearse. Encourage the actors to rehearse their lines. When they are ready allow each group to take turns rehearsing in class. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students act out the episode and film it.
- Watch the filmed episodes and evaluate them. Use the following criteria:

Plot (interesting, boring, suspenseful, amazing, etc.)

Script (clever, too long, too short, natural, artificial, too predictable, funny, etc.)

Characters (realistic, interesting, strong, funny, original etc.)

Acting (very good, good, average, needs improvement)

Direction (very good, clever, creative, original, uninspiring, etc.)

Setting (minimal but realistic, could be improved, inventive, original)

Filming (good frames, unstable, fuzzy, very focused, brilliant)



Additional Activity

Have students choose the episodes they like best and modify them in order to make them part of the same series. Act out and film again. Set up an ongoing project with the class. Have one group of students on a weekly or biweekly basis, write and present a new episode that follows on from the previous one. Have the rest of the class view and evaluate. Collect all the materials and films and create an electronic portfolio for the class.



Teaching Tip

When assigning roles and tasks before filming, students sometimes get impatient and do not assign tasks to the right people. If there are quieter and less confident students in your class find out what their strengths are, for example, drawing, photography and assign tasks accordingly. Put creative but quieter students behind the camera and outgoing students in front of it.

13 Self Reflection

- Brainstorm *TV Around the World*. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
Do you like any of the programs advertised? Which? Why? Why not?
What is your dream program that you think would be an instant success? Describe it briefly. Why would it be an instant success?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50 and 51, ask them some questions. For example:
What would you say to your partner if you needed a pen?
What would you say to a member of the family if you couldn't reach the salad during dinner?
What did your friend say when you said: "What are you doing in Aisha's jacket?"

Answers

- Can you lend me a pen?/Can I have your pen for a minute? Can you give me your pen?
- Can you pass me the salad please?
- She gave it to me.
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52 and 53. Call on volunteers to say what the Conversation is about in this lesson and which expressions they remember.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the Reading on the board and brainstorm language and information that students remember. Call on volunteers to list as much as possible on the board.

- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
Which were the two distinct schools of thought in the early days of television?
What is electronic television based on?
How recent an invention is colored television?
What do you know about the plasma display monitor?
- Ask students what they remember from the discussion on popular TV shows.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about cooking shows on television. Ask them if they have ever watched a game show that involved cooking.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some aspects of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |

| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| discuss types of TV programs | | | |
| express and explain preferences | | | |
| express certainty | | | |
| use direct and indirect objects | | | |
| use <i>to</i> and <i>for</i> before indirect objects | | | |
| talk about festivals and use articles | | | |
| use relative pronouns as subjects | | | |
| use relative pronouns as objects | | | |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |