

What's new?

Subject:	Entertainment (television, films)
Language:	going to future (WB extra language point: gerunds)
Function:	LB 6 Expressing likes and dislikes LB 7 Talking about future plans and intentions
Pronunciation:	Consonants, CD1 (Blue) track 6

1 ***The BIG question:* ARE REALITY SHOWS GOOD TV?**

The theme of this unit is entertainment, in particular television and film, and ***The BIG Question:*** *Are reality shows good TV?* Is reality TV entertaining or just cheap TV that exploits its participants?

- Start by asking students a few warm-up questions: How often do you watch TV? Do you watch TV when you get up in the morning? Is there 24-hour TV in your country? Do you watch DVDs at home? How often do you go to the cinema?
- Read out ***The BIG Question.*** Elicit a few initial reactions and reasons.
- Read through the **FACT** box with students. Ask: Do you know the programme *Survivor*? Are there a lot of reality shows in your country?

British / American English

This unit focuses on some different uses of British English (BE) and American English (AE). The texts in this unit therefore contain many words that are different in British and American English. (Students have already encountered some American English words in Units 1–3.) In addition, the *Reading* texts and the text on the CLIL page use American spelling. This is because the context of this unit is American reality TV shows. Reality TV is a genre (a loan word from French to indicate a type of art) heavily influenced by American shows, and therefore containing many American words. Exercise 3B in the Workbook focuses on both differences in words and spelling. The rest of the unit uses British spelling. The standard for this book is British English in all texts, rubrics and exercises. American English is only used where the context demands, and the authenticity of the text (or the accent in the audio recordings) depends upon it.

Picture / background information

Reality TV:

www.usatoday.com/life/television/reviews/2004-06-10-reality-tv-main_x.htm
news.bbc.co.uk/1/hi/talking_point/3607482.stm
www.dailytargum.com/news/2003/01/30/Opinions/Fox-At.It.Again-355467.shtml
news.bbc.co.uk/1/hi/magazine/4491349.stm

2 FOCUS ON...

Words

Picture / background information

The first photo shows American talk show host Jay Leno and the actor Hugh Grant on Jay Leno's nightly talk show *The Tonight Show*. The second photo shows a news correspondent talking in front of the White House. The third photo shows *ER*, the popular American soap opera about the emergency room of a hospital in Chicago. In British English this section of a hospital is called 'Accident and Emergency', or 'A and E', or 'Casualty'. There is a British soap opera called *Casualty*, about a hospital A and E Department.

2 A

- Read out the types of TV shows and make sure students can pronounce them correctly.
- Ask students to match the TV shows with their definitions. Check the answers.
- Ask students what other types of programmes you can see on TV and make a list on the board (for example: sport, cooking programmes, travel programmes, cartoons and children's programmes, detective and crime series).

2 FOCUS ON... Words A 1

1 e 2 d 3 f 4 a 5 b

Answers

2 B

- Ask students to look at the photos on page 20. Read out the questions in 1.
- If students know the programme in 1 or 3, ask them if they often watch it and if they enjoy it. Ask: How often do you watch the news on TV? Do you prefer to read news in the paper or read news online?

2 FOCUS ON... Words B

Answers

- 1 talk show (Jay Leno) 2 the news
3 soap opera (*ER* = Emergency Room)

2 C

- Read out the words in the box and make sure students can pronounce them correctly.
- Ask students to put the words in the box in the correct sentences. They can do this in pairs. Check the answers.

2 FOCUS ON... Words C

Answers

- 1 viewers 2 producer 3 series
4 critic 5 Contestants

2 D

- Remind students that it is important to learn words in combination with others.
- Ask students to combine the verbs with the correct nouns. Check the answers.

2 FOCUS ON... Words D

Answers

- 1 d 2 e 3 b 4 c 5 a

2 FOCUS ON...

Ideas

A

- Read the task with the class and go through the phrases in **LB 6**. Explain that in spoken language we usually say 'I don't like' rather than 'I dislike'.
- Divide the class into pairs. Students discuss TV shows with a partner.
- Students report back briefly to the class.
- To consolidate the language used in this activity, do the exercise in **LB 6** with the class. Alternatively, ask students to review the phrases in **LB 6** at home and do the exercise for homework.

B

- Read out the questions and make sure students understand the word *harmless*.
- Students discuss the questions in pairs.
- Students report back briefly to the class.

3 READING

CD2 (Red) track 4, page 21 SB

Picture / background information

The first photo shows the British actress Kate Winslet (star of films such as *Titanic* and *Eternal Sunshine of the Spotless Mind*). After she heard that a girl on MTV's reality programme *I Want a Famous Face* had plastic surgery on her body to look like her, Kate Winslet told the press she cried. She said many photos of her are digitally changed to make her look thinner and more attractive.

The second photo shows a contestant on *Survivor* walking over hot coals, a regular challenge on the programme.

Further information on *I Want a Famous Face*:

www.mtv.com/onair/dyn/i_want_a_famous_face-2/series.jhtml?_requestid=10399

www.ringsurf.com/info/Entertainment/TV/Reality_TV/Makeover_Reality_TV/I_Want_a_Famous_Face.html
www.admiringkatewinslet.com/SunApril27.htm

Further information on *Survivor*:

www.cbs.com/primetime/survivor/

3 A

- Read out the task.
- Read out the titles of the TV shows and encourage students to link them with the photos and their captions. Ask students what they think the shows are about. Discuss their ideas but don't confirm or deny their ideas at this point.

3 B

- Read out the questions.
- Students read the texts.
- Discuss the questions orally with the class.

3 READING B

Answers

1 *I Want a Famous Face* is a documentary; *Survivor* is a game show.

2 (*Individual answers*)

3 On *I Want a Famous Face*, young people have plastic surgery to look like their favourite stars. On *Survivor*, people live together on a tropical island and do challenges to survive.

3 C

- Students read the sentences and decide if they are true or false without reading the texts again.
- Students read the texts again and check their answers.
- Check the answers with the class. Ask students to correct the false sentences.

3 READING C

Answers

- 1 True
- 2 False (They say it trivialises plastic surgery and exploits people.)
- 3 False (They don't actually look like them.)
- 4 False (There's going to be another series soon.)
- 5 False (It's a game show.)
- 6 False (It's the last programme in the series.)
- 7 False (It's an old show.)
- 8 False (They are hard but not gross.)

3 D

- Read out each question in turn and discuss them with the class. You could tell the class your opinion, too.

4 LANGUAGE: *going to future*

4 A 1

- Students scan the text and highlight six sentences with *going to*.
- Ask students to read out the sentences. Write them on the board.

4 LANGUAGE A 1

Answers

- 1 **I'm going to be** Kate Winslet,' she said. (line 4)
- 2 Tonight on *I Want a Famous Face* **we're going to meet** Jessica. (line 6)
- 3 **There's going to be** another series soon. (line 21)
- 4 On tonight's show, the final three contestants **are going to do** their last challenges. (text 2, line 2)
- 5 All three are going to try and win the million dollar prize. (line 6)
- 6 **I'm** certainly **going to watch** this one. (line 32)

4 A 2

- Focus students' attention on the examples on the board and read out the question.
- Students answer orally. Ask what time phrases refer to the future (2 *tonight*, 4 *on tonight's show*).

4 LANGUAGE A 2

Answer

future activities

4 A 3

- Read out the question. Students answer orally.
- Check that students have understood by asking about their plans and intentions for this evening.

4 LANGUAGE A 3

Answer

plans and intentions

4 A 4

- Underline the verbs in the examples on the board. With students' help, write a formula on the board.

4 LANGUAGE A 4

Answer

subject + *be* + *going to* + verb

- Ask students to form the negative of the first example (*I'm not going to be Kate Winslet*) and the question form (*Am I going to be Kate Winslet?*).
- Refer students to the explanation about the *going to future* in Workbook Unit 4. They can read the explanation and do the exercise in class or for homework.
- This unit has an extra language point in the Workbook: gerunds as subject or object and after prepositions. Students can read the explanation in the Workbook and do the exercise for homework, or you can deal with this point in class: draw students' attention to the examples in the text (*having celebrity surgery* ..., line 20; *walking over hot coals*, line 6; *viewers who love watching*, line 21; *the most important part is living together*) and explain the form and use of gerunds.



5 LISTEN IN

CD1 (Blue) track 5, page 22 SB

Picture / background information

The two photos show authentic pictures from the American reality shows *The Bachelorette* (a dating show in which a woman chooses the man she wants to marry from people she met on a blind date), and *Extreme Makeover* (a total makeover show involving women undergoing plastic surgery as well as having hair, makeup and clothes style changes).

For more information on *The Bachelorette* and *The Bachelor* (a corresponding show where a man chooses a woman):

abc.go.com/primetime/bachelorette/index.html

abc.go.com/primetime/bachelor/index.html

For more information on *Extreme Makeover*:

abc.go.com/primetime/extrememakeover

The speakers in the listening text give opinions about similar programmes. The speakers in the listening texts are all American.

5 A

- Students look at the photos and read the captions. They discuss what sort of programmes the photos show and whether they would be interested in watching them. They should give reasons for their answers.

5 B

- This section pre-teaches key vocabulary from the listening text. Ask students to find the meaning of the words and phrases in their dictionaries.
- Check the meanings with the class. Make sure students understand that 'dumb' and 'They suck' are American English.

5 LISTEN IN B

Answers

unattractive = not physically good-looking
 beauty queen = a woman who wins a beauty competition
 dumb (mainly AE) = stupid, not clever
 worms = long thin animals with no legs
 humiliate = make somebody look stupid
 They suck! (AE) = They're terrible.

5 C

- Tell students they are going to listen to three speakers talking about TV shows. Explain the task and make sure that students know they only have to understand enough to complete this task; they do not have to understand every word.
- Students listen and tick the correct boxes.
- Check the answers with the class.

5 LISTEN IN C

Answers

Speaker 1: likes reality TV
 Speaker 2: likes reality TV
 Speaker 3: dislikes reality TV

5 D

- Students read the statements.
- Students listen again more carefully and choose the correct speaker for each statement. Play the CD again if necessary.
- Students compare their answers with a partner.
- Check the answers with the class.

5 LISTEN IN D

Answers

a) 1 b) 2 c) 3 d) 1 e) 3 f) 2 g) 2

6 YOUR TURN TO SPEAK

A Role play

Picture / background information

A casting call is an advertisement to find participants in TV shows. Most reality shows advertise for contestants on the internet, or sometimes in newspaper and specialist magazines. With each series of programmes, the casting becomes more complex: contestants with handicaps and disabilities, with a particular background (class, rural / urban etc); and not just single contestants but engaged or married couples, relatives and whole families.

- Read the task with the class and ask a student to read out the casting call while the class reads. Make sure they understand.
- Prepare the role play by asking students why somebody would like to take part in a show like this. Write notes on the board. Then ask students why somebody would be against taking part in a programme like this; again make notes on the board.
- Divide the class into pairs. Students practise the role play, using the notes on the board to help them. They can take turns to play both parts.
- Ask for volunteers to perform the role play in front of the class.

B Conversation

- Go through the phrases in **LB 7** with the class.
- Students work in pairs and take turns to ask and answer the questions, using **LB 7** to help them.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 7** with the class.

Alternatively, ask students to review the phrases in **LB 7** at home and do the exercise for homework.

7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind students to make brief notes on each point.
- Students can present their show to the class or smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and say if they know or watch the programme and what their opinion of it is. If students work in groups, ask them to briefly report back to the class.

Extra activity: A new soap opera

Students can write their own soap opera in groups. They should:

- invent characters and give them names
- write a summary of the first episode
- write a scene from the first episode
- present their soap opera and act out their scene to the class.

The class can vote on the best show.

8 MEDIA STUDIES in English

Page 23 SB

Picture / background information

The screen shot shows one of many websites that list mistakes of all kinds in films. These include:

www.nitpickers.com/

www.imdb.com/Sections/Goofs/

For more information on continuity:

en.wikipedia.org/wiki/Continuity_%28fiction%29

The website www.moviemistakes.com shows stills from many of the films which have mistakes in them.

- Ask students these questions: Would you like to study media studies? Is anyone interested in a career in film or television?
- Draw students' attention to the website. Ask: Have you ever used a website like this? Why do you think there are so many websites about mistakes in films?
- Students read the text. Ask: What is continuity?

8 A

- Read out the definitions. Students read the text again and find the words which match the definitions.
- Check the answers.

8 MEDIA STUDIES in English A Answers

- | | | |
|------------|------------|---------------------|
| 1 plot | 2 the crew | 3 a scene |
| 4 location | 5 the cast | 6 shooting schedule |

8 B

- Ask: What is a visual error? What is a plot error? Write the characteristics of each on the board.
- Ask students to read out the mistakes in turn. The class says whether it is a visual or plot error. They should refer to the notes on the board.

8 MEDIA STUDIES in English B Answers

- | | | |
|----------|----------|--------|
| 1 visual | 2 visual | 3 plot |
|----------|----------|--------|

8 C

- Students discuss the questions with a partner.
- Discuss the questions briefly with the class. Find out if several people have the same favourite film and if male and female students like the same films.

Optional project: Your mistakes website

Tell students the class is going to make a *film mistakes* website.

- Students make lists of mistakes in films they have seen. They decide how to order them by looking at other film mistakes websites (eg by film, by top ten mistakes etc)
- They set up the website alone or with help from the school computer department.
- Students from other classes can add their mistakes to the list.
- Students continue the project for a limited time and observe how often the website is used and added to.

9 PORTFOLIO WRITING

- Find (or ask students to find) film reviews from magazines or the internet. Read out one or two as examples. Point out that film reviews are usually in the present tense.
- Write the structure of the review on the board:
 - 1) first paragraph: what sort of film, cast
 - 2) the film plot
 - 3) opinion of the film
- Read out one of the reviews again. Ask students to take notes about the three items on the board.

Check the answers with students and write them on the board.

- Students prepare their own essay: they make notes using the structure given.
- Students write their review in class or for homework.
- When students have written their reviews, ask them to swap with a partner and read their partner's work.
- Take in the reviews. Read out the best one(s) to the class.

10 *Your answer*

- Finish the unit with a final whole class discussion of the question: *Are reality shows good TV?* Discuss the questions given and then ask two or three students to give their answer to the main question.
- Refer students to the Workbook Unit 4 activities.

Last word

- After doing the Workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers

Pages 10–11 WB

1 Language: *going to future*

1 A

- | | |
|------------------------|-----------------------|
| 1 are we going to see | 2 's going to watch |
| 3 'm not going to see | 4 are you going to do |
| 5 'm not going to do | 6 is going to come |
| 7 're not going to see | 8 'm not going to go |

1 B

(Example answers)

- 1 *Shopping* is my favourite activity.
- 2 I love *playing tennis*.
- 3 I'm interested in *studying to be a doctor*.
- 4 I'm good at *speaking English*.

2 Use of English

- 1 I'm not keen on watching TV.
- 2 Reality TV is harmless.
- 3 That show is the worst show in the world.
- 4 I always watch *Survivor*.
- 5 Game shows are my favourite programmes.

3 Vocabulary

3 A

- 1 c 2 e 3 b 4 d 5 a

3 B 1

- a gross b dumb c They suck!
d mom e movie

3 B 2

- a program b favorite c trivialize
d neighbor e color

3 C

- 1 cast 2 location 3 shooting schedule
4 crew 5 scenes 6 plot
7 continuity

4 Pronunciation

CD1 (Blue) track 6

4 B 1

- a) dead b) very c) sink
d) bit e) class f) choke

5 Portfolio Writing

(Individual answers)