

Jack C. Richards & Chuck Sandy

Passages

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Teacher's Edition

2

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	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 1 Relationships pages 2–9			
A The best of friends B Make new friends, but keep the old . . .	<ul style="list-style-type: none"> Defining and describing friendship Expressing opinions Disagreeing politely Stating preferences Sharing advice about friendship 	<ul style="list-style-type: none"> Phrasal verbs Gerund and infinitive constructions 	<ul style="list-style-type: none"> Adjectives and verbs to describe friendship <i>re-</i> verbs
UNIT 2 Clothes and appearance pages 10–17			
A The way we dress B How we appear to others	<ul style="list-style-type: none"> Discussing approaches to fashion Describing style and trends Expressing opinions about clothing Talking about first impressions Describing outward appearance 	<ul style="list-style-type: none"> Review of verb patterns Cleft sentences with <i>what</i> 	<ul style="list-style-type: none"> Adjectives to describe style Adjectives to describe outward appearance
UNIT 3 Science and technology pages 18–25			
A Good science, bad science B Technology and you	<ul style="list-style-type: none"> Talking about scientific advances Analyzing the effects of science and technology Expressing caution and confidence Describing technology troubles 	<ul style="list-style-type: none"> Indefinite and definite articles <i>-ing</i> clauses 	<ul style="list-style-type: none"> Adjectives to discuss technology-related issues Collocations to express different attitudes
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Superstitions and beliefs pages 28–35			
A Superstitions B Believe it or not	<ul style="list-style-type: none"> Talking about personal beliefs Comparing beliefs Reporting what other people believe Expressing opinions 	<ul style="list-style-type: none"> Reporting clauses Reporting clauses in the passive 	<ul style="list-style-type: none"> Expressions with <i>luck</i> Adjectives to describe truth and fabrication
UNIT 5 Movies and television pages 36–43			
A Movies B Television	<ul style="list-style-type: none"> Discussing movie trends Expressing your attitude about trends Discussing movie genre aspects and preferences Discussing TV show preferences Explaining the popularity of TV shows 	<ul style="list-style-type: none"> Sentence adverbs <i>Such . . . that</i> and <i>so . . . that</i> 	<ul style="list-style-type: none"> Adjectives to describe movies Types of TV programs
UNIT 6 Musicians and music pages 44–51			
A A world of music B Getting your big break	<ul style="list-style-type: none"> Sharing views on music Expressing preferences Comparing and contrasting Defining success 	<ul style="list-style-type: none"> Double comparatives <i>Will</i> and <i>would</i> for habits and general truths 	<ul style="list-style-type: none"> Collocations to describe music Idioms used in the entertainment industry
UNITS 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> Talking about what friends should have in common Talking about the best way to meet people Discussing ways to maintain friendships 	<ul style="list-style-type: none"> A talk about differences between friendships among men and friendships among women A young woman describes a chance encounter 	<ul style="list-style-type: none"> Developing a thesis statement Writing a composition with paragraphs supporting a thesis statement 	<ul style="list-style-type: none"> "How Social Media 'Friends' Translate into Real-life Friendships": Does social media encourage people to connect in real life?
<ul style="list-style-type: none"> Discussing different opinions on fashion Discussing how first impressions are formed Discussing tips for making a good first impression Discussing how people respond to appearance 	<ul style="list-style-type: none"> Three people describe their taste in fashion Three people explain what is important for them when forming an impression 	<ul style="list-style-type: none"> Writing a composition about a personal belief Giving examples to support a thesis statement 	<ul style="list-style-type: none"> "Overcoming a Bad First Impression": How to change a bad first impression
<ul style="list-style-type: none"> Discussing the positive effects and negative consequences of technology and science Discussing your feelings about new technology Taking a survey about your relationship with technology 	<ul style="list-style-type: none"> A reporter and technology editor talk about the impact of driverless car technology A comedian talks about difficulties he has had with technology 	<ul style="list-style-type: none"> Identifying essential information for a summary of a text Writing a summary of an article 	<ul style="list-style-type: none"> "I Took My Kids Offline": A mother bans all technology at home for six months
<ul style="list-style-type: none"> Describing superstitions from your country or culture Discussing superstitions Taking a survey about luck Telling stories Discussing hoaxes and why people create them 	<ul style="list-style-type: none"> Three people give explanations for some superstitions Two people discuss a journalistic hoax 	<ul style="list-style-type: none"> Restating the thesis in the last paragraph Writing a composition about superstitions 	<ul style="list-style-type: none"> "Do Good Luck Charms Really Work in Competitions?": The effectiveness of superstitious rituals in sports
<ul style="list-style-type: none"> Talking about movie trends Talking about the results of a survey on movie genre preferences Discussing aspects of different movie genres Discussing what makes a TV show popular Discussing and presenting an idea for a new TV show 	<ul style="list-style-type: none"> Four people describe what makes some movie genres effective TV network employees brainstorm and present ideas for new TV shows 	<ul style="list-style-type: none"> Identifying essential information for a movie review Writing a movie review 	<ul style="list-style-type: none"> "One Day on Earth: A Time Capsule of Our Lives": A movie shot in every country of the world on the same day
<ul style="list-style-type: none"> Talking about personal tastes in music Talking about styles of music Discussing the role of music in different contexts Discussing advice for success 	<ul style="list-style-type: none"> Two people share their opinions on different types of music A young woman gives her friend advice on his music career 	<ul style="list-style-type: none"> Writing a compare-and-contrast essay Describing similarities and differences 	<ul style="list-style-type: none"> "On the Trail of Sixto Rodriguez": Searching for a musician who was famous and didn't know it

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 7 Changing times pages 54–61			
A Lifestyles in transition B A change for the better	<ul style="list-style-type: none"> ■ Discussing changes in lifestyles ■ Analyzing how changes affect different people ■ Discussing attitudes toward change 	<ul style="list-style-type: none"> ■ Optional and required relative pronouns ■ <i>As if, as though, as, the way, and like</i> 	<ul style="list-style-type: none"> ■ Prefixes to create antonyms ■ Collocations with <i>change</i>
UNIT 8 Consumer culture pages 62–69			
A What's new on the market? B Consumer awareness	<ul style="list-style-type: none"> ■ Talking about bargain shopping ■ Comparing shopping preferences ■ Comparing shopping experiences ■ Stating reasons ■ Giving and asking for advice ■ Discussing effective advertising 	<ul style="list-style-type: none"> ■ Placement of direct and indirect objects ■ Verbs in the subjunctive 	<ul style="list-style-type: none"> ■ Expressions to discuss shopping ■ Marketing strategies
UNIT 9 Nature pages 70–77			
A Animals in our lives B In touch with nature	<ul style="list-style-type: none"> ■ Discussing the role of animals ■ Talking about specific and undetermined time and location ■ Talking about categories and features of animals ■ Expressing opinions about animals ■ Discussing careers in nature 	<ul style="list-style-type: none"> ■ <i>Whenever</i> and <i>wherever</i> contrasted with <i>when</i> and <i>where</i> ■ Noun clauses with <i>whoever</i> and <i>whatever</i> 	<ul style="list-style-type: none"> ■ Physical features of animals ■ Nature-related idioms
UNITS 7–9 Communication review pages 78–79			
UNIT 10 Language pages 80–87			
A Communication skills B Natural language	<ul style="list-style-type: none"> ■ Talking about effective communicators ■ Comparing attitudes toward public speaking ■ Talking about language ■ Discussing correct language use 	<ul style="list-style-type: none"> ■ Overview of passives ■ Subject-verb agreement with quantifiers 	<ul style="list-style-type: none"> ■ Discourse markers ■ Idioms related to the use of language
UNIT 11 Exceptional people pages 88–95			
A High achievers B People we admire	<ul style="list-style-type: none"> ■ Talking about people who have had an impact ■ Describing values ■ Organizing events chronologically ■ Describing the qualities of a good role model 	<ul style="list-style-type: none"> ■ Compound adjectives ■ Superlative compound adjectives 	<ul style="list-style-type: none"> ■ Compound adjectives related to the body ■ Phrasal verbs
UNIT 12 Business matters pages 96–103			
A Entrepreneurs B The new worker	<ul style="list-style-type: none"> ■ Talking about successful entrepreneurs ■ Talking about hypothetical situations ■ Comparing and contrasting personal preferences ■ Expressing values and preferences in work and business 	<ul style="list-style-type: none"> ■ Subject-verb inversion in conditional sentences ■ Adverb clauses of condition 	<ul style="list-style-type: none"> ■ Prepositions following <i>work</i> ■ Expressions related to success in the workplace
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SPEAKING	LISTENING	WRITING	READING
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<ul style="list-style-type: none"> ■ Talking about the best ways to shop for different items ■ Discussing compulsive shopping ■ Discussing the ethics of undercover marketing strategies 	<ul style="list-style-type: none"> ■ Two people talk about their shopping preferences ■ Three radio advertisements 	<ul style="list-style-type: none"> ■ Supporting an opinion ■ Writing a composition using details and examples to support an opinion about shopping 	<ul style="list-style-type: none"> ■ “Word-of-Mouth Marketing”: Testing the power of word-of-mouth as a marketing strategy
<ul style="list-style-type: none"> ■ Discussing the ethics of using animals in different fields ■ Discussing a survey on ethics associated with animals ■ Discussing ways of being in touch with nature 	<ul style="list-style-type: none"> ■ News reports on animals that help people ■ The manager of an eco-resort describes its features to a reporter 	<ul style="list-style-type: none"> ■ Organizing information into clear categories ■ Writing a classification essay 	<ul style="list-style-type: none"> ■ “A Summer Job that’s a Walk in the Park”: The daily tasks of a park ranger fellow in New York City
<ul style="list-style-type: none"> ■ Discussing the qualities of effective communicators ■ Discussing a survey on public speaking ■ Discussing opinions about language issues ■ Talking about “text speak” and its appropriateness ■ Role-playing different ways of speaking 	<ul style="list-style-type: none"> ■ An expert gives advice on how to make effective presentations ■ Three one-sided conversations 	<ul style="list-style-type: none"> ■ Persuasive writing ■ Supporting a position ■ Arguing against the opposing position 	<ul style="list-style-type: none"> ■ “Slang Abroad”: Different varieties of English
<ul style="list-style-type: none"> ■ Discussing people who have had an impact on the world ■ Discussing the qualities and values of exceptional people ■ Discussing quotations from high achievers ■ Talking about heroic behavior in everyday life 	<ul style="list-style-type: none"> ■ A motivational speaker talks about the qualities of high achievers ■ Two people talk about others who have made a difference in their lives 	<ul style="list-style-type: none"> ■ Organizing information in chronological order ■ Writing a biographical profile 	<ul style="list-style-type: none"> ■ “Ann Cotton, Social Entrepreneur”: Advice from a successful NGO executive
<ul style="list-style-type: none"> ■ Discussing successful companies ■ Discussing job advertisements ■ Discussing a survey on ideal working conditions ■ Analyzing the qualities of the ideal job ■ Discussing the qualities of a successful worker 	<ul style="list-style-type: none"> ■ Two people discuss unsuccessful business ventures ■ Three people talk about workshops they attended 	<ul style="list-style-type: none"> ■ Understanding the parts of a formal letter ■ Writing a formal letter 	<ul style="list-style-type: none"> ■ “The Value of Difference”: Individual differences in the workplace

1 RELATIONSHIPS

LESSON A ► The best of friends

1 STARTING POINT

The nature of friendship

- A** Read these statements about friendship. Can you explain what they mean?
What other statements would you add to the list?

WHAT IS A Friend?

1. A friend is someone who brings out the best in you.
2. Good friends are always happy to help when you run into a problem.
3. A friend is someone who cheers you up when you're feeling bad.
4. True friends don't drift apart even after many years of separation.
5. A real friend will always stand up for you when others are putting you down.
6. Never be afraid to open up and ask a friend for advice.
A true friend will never turn you down.
7. Make new friends, but hang on to the old ones.
8. Good friends are hard to come by, harder to leave,
and impossible to do without.



"The first statement means a friend inspires you to show all your positive qualities."

- B Group work** Consider the statements in part A.
What makes a good friend? Discuss with your group.

"In my opinion, a good friend is someone who makes you a better person. It's someone who brings out the best in you."

Useful expressions

Expressing opinions

In my opinion, . . .

I have to say that . . .

The way I see it, . . .

Personally, I (don't) think . . .

2 LISTENING & SPEAKING

Friendship among women and men

- A** Listen to a professor talk about author Deborah Tannen's ideas. In Tannen's opinion, what is the main difference between friendship among men and friendship among women?

- B** Listen again. According to Tannen, which of these things do male friends often do (M) and which do female friends often do (F)? Write the correct letter.

- | | |
|-------------------------------------|---|
| ___ 1. are direct and to the point | ___ 4. prefer to share factual information |
| ___ 2. discuss daily life at length | ___ 5. value activities over talk |
| ___ 3. reveal private thoughts | ___ 6. talk as a way to better understand their lives |

- C Group work** Do you agree or disagree with Tannen's ideas about friendship?
Why or why not?

"I have to say that I think some of her ideas seem to be accurate . . ."

1 RELATIONSHIPS

LESSON A ► *The best of friends*

In this unit, Ss use phrasal verbs to describe and define friendships. They also practice gerund and infinitive constructions.

1 The nature of friendship (STARTING POINT)

Learning aim: Discuss the qualities of a good friendship and see phrasal verbs in context (10–15 minutes)

A

- Books closed. Introduce the topic by asking Ss to think of one of their good friends. Ask: *What positive qualities does he or she have?* Have Ss brainstorm and call out as many qualities as they can. Write them on the board.
- Books open. Explain the task. Read the statements and the example sentence aloud.
- Ss work in pairs or small groups to discuss the questions. Have Ss share their ideas and their own statements with the class.

B Group work

- Explain the task. Read the example opinion aloud.
- Point out the Useful Expressions box. Give an example of how to use each phrase.
- Ss work in groups to do the activity.
- Have groups share their opinions with the class.

Optional activity: Proverbs (10–15 minutes)

Ss talk about friendship proverbs.

- Write the word *proverb* on the board. Explain that it is an old saying that usually gives advice for living our lives. Give a few examples of proverbs about friendship:
A friend in need is a friend indeed.
Make new friends, but keep the old. One is silver, and the other is gold.
- Ss work in pairs or groups to think of other proverbs about friendship that they know.
- Have groups share their proverbs with the class.

2 Friendship among women and men (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for the main idea and details in a lecture (20–25 minutes)

A [CD 1, Track 2]

- Explain the task. Read the question aloud.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answer.
- Go over the answer with the class.

Answer

According to Tannen, the main difference between friendship among men and friendship among women is that men and women communicate differently.

Audio script: See page T-164.

B [CD 1, Track 3]

- Explain the task. Tell Ss to read the list of things male friends often do and female friends often do. Go over any unfamiliar vocabulary.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct answers.
- Go over answers with the class.

Answers

1. M 2. F 3. F 4. M 5. M 6. F

Audio script: See page T-164.

C Group work

- Explain the task. Read the example answer aloud.
- Ss work in groups to do the activity. Remind Ss to use the Useful Expressions from Exercise 1B.
- Have groups share their opinions with the class.

4 Behind all good movies . . . (LISTENING)

Learning aim: Develop skills in listening for main ideas and details, and in making inferences (15–20 minutes)

A Pair work

- Explain the task. Ss work in pairs to discuss the elements they consider essential for each genre.
- Have each pair share their discussion with the class.

B [CD 2, Track 2]

- Explain the task. Tell Ss they will not hear the name of the genre but infer it from what the people say. Check that Ss understand the following vocabulary.

Vocabulary

reflect give a correct picture

appeal attract interest

engaging interesting in a way that holds your attention

dynamic continuously moving forward

setting when and where the story takes place

one-dimensional (character) too simple and uninteresting, showing only one aspect of (the person's personality)

drive keep (something) moving

conflict disagreement between people

- Tell Ss to listen for the answers. Play the recording as Ss write the genres in the first column of the chart. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

- | | |
|--------------------|-----------------|
| 1. romantic comedy | 3. sci-fi movie |
| 2. animated movie | 4. musical |

Audio script: See page T-168.

C [CD 2, Track 3]

- Explain that Ss will listen again and write the key elements in the chart.
- Tell Ss to listen for the answers. Play the recording as Ss complete the chart. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to discuss their answers. Go over answers with the class.

Answers

1. good storyline, combination of humor and realism, appeals to both men and women
2. appeals to all ages (with sophisticated humor and well-thought-out stories), makes people forget they're not watching real people or objects (through quality computer graphics, dynamic plot, attractive setting, interesting characters), talented people for the characters' voices (so that they are credible)
3. outstanding special effects, realness of the characters, talented director
4. talented actors (good singing, dancing, and acting) pleasurable and memorable soundtrack, some sort of conflict

Audio script: See page T-168.

5 Movie genre preferences (DISCUSSION)

Learning aim: Talk about movie preferences and practice the lesson vocabulary (15–20 minutes)

A Pair work

- Books closed. Ask Ss what kinds of movies they tend to watch. Then ask Ss what attracts them to those kinds of movies.
- Books open. Explain the task. Read the movie genres aloud. Check that Ss understand all the genres listed.
- Ss work in pairs to discuss the question.
- Have Ss share their partner's answers with the class.

B Group work

- Explain the task and read the question. Have one pair of Ss read the example discussion to the class.
- Ss work in groups to discuss the question. Go around the class and help as needed.
- Have a S from each group share their group's opinions with the class.

C Group work

- Explain the task. Have one pair of Ss read the example discussion to the class. Give Ss time to think of their answer.
- Ss work in groups for the discussion.
- Have a S from each group report the group's discussion to the class.



For more practice with discussion, download the Worksheet **5.1 Must-see movie** from the Teacher Support Site.

6 Writing a movie review (WRITING)

Learning aim: Write an effective movie review
(40–50 minutes)

A

- Books closed. Ask Ss if they ever read movie reviews before selecting a movie to watch. Ask what kind of information they would expect to find in a review.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: *What is included in a movie review?* (Answer: information about the movie, a summary of the plot, a recommendation)
- Explain the task. Read the questions aloud. Ss work individually to complete the activity. Check that Ss understand the following vocabulary.

Vocabulary

indie film movie made by an independent filmmaker, not associated with a large studio; movie in the style of such films

offbeat unusual and unexpected in an interesting way

long to want very much to do something

classified ad advertisement in a newspaper or online used to find, buy, or sell something

would-be wanting or trying to be something

- Go over answers with the class.

Answers

1. *Safety Not Guaranteed is an offbeat romantic comedy . . .*
2. *I'm a huge fan of both indie films and movies about time travel, so choosing to watch Safety Not Guaranteed was an easy decision to make and a very good one.*
3. *It's about time travel, but it's also about why people long to revisit the past and about why some people are willing to believe in the impossible.*
4. *. . . Kenneth (played by Mark Duplass), the would-be time-traveler, . . .
. . . Darius (Aubrey Plaza), one of the reporters, . . .
. . . Jeff (Jake Johnson), another one of the reporters, . . .
. . . Arnou (Karan Soni), the third reporter, . . .
Directed by Colin Trevorrow . . .*
5. *. . . the movie is charming, likable, and funny. Every line of its clever script either makes you laugh or moves the story in a new direction. Best of all, it's a movie so magical that it might make you want to believe in time travel yourself. Highly recommended.*

B

- Explain the task. Tell Ss that a review is similar to other types of composition – each body paragraph should be about only one main idea. One body paragraph could be about the actors; another could be about the plot. Tell Ss they could organize each body paragraph using the questions in part A.
- Ss work individually to make notes to answer the questions in part A. Then Ss use their notes to write their reviews.
- Go around the class and help as needed.

C Pair work

- Explain the task. Read the information in the Useful Expressions box aloud. Give an example of how to use each phrase.
- Ss work in pairs to exchange reviews and take turns answering the questions.
- Go around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the review and to ask about anything in the review they don't understand.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 5A	Grammar
Vocabulary Plus 5A	Vocabulary
Online Vocabulary Accelerator 5A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

6 WRITING

Writing a movie review

An effective movie review generally provides information about the movie, summarizes the plot, and offers a recommendation based on the writer's opinion.

A Read the questions and the movie review. Underline the answers to the questions in the review and write the number of the question.


1. What is the title of the movie, and what genre is it?
2. What made you decide to watch the movie? What is your general impression?
3. What is the movie about?
4. Who are the main characters and actors? Who is the director?
5. Would you recommend this movie to others? Why or why not?

MOVIE REVIEW:
Safety Not Guaranteed

1 I'm a huge fan of both indie films and movies about time travel, so choosing to watch *Safety Not Guaranteed* was an easy decision to make and a very good one. *Safety Not Guaranteed* is an offbeat romantic comedy with an original storyline, an excellent cast, and an unexpected ending. It's about time travel, but it's also about why people long to revisit the past and about why some people are willing to believe in the impossible.

Three magazine reporters from Seattle head out on an assignment to interview a guy who placed a classified ad looking for a partner to travel back in time with him. They think it's a joke, but as the movie progresses, they gradually discover that Kenneth (played by Mark Duplass), the would-be time-traveler, actually believes he's built a working time machine. Along the way, Darius (Aubrey Plaza), one of the reporters, falls in love with Kenneth. Meanwhile, Jeff (Jake Johnson), another one of the reporters, does some time-traveling of his own as he takes time off to look up an old girlfriend and teach Arnou (Karan Soni), the third reporter, a little bit about love. In the end, it all comes together in a marvelous way.

Directed by Colin Trevorrow, the movie is charming, likable, and funny. Every line of its clever script either makes you laugh or moves the story in a new direction. Best of all, it's a movie so magical that it might make you want to believe in time travel yourself. Highly recommended.



B Think of a movie you've seen recently, and make notes to answer the questions in part A. Then use your notes to write a movie review.

C Pair work Exchange your movie review with a partner, and answer these questions.

1. Does your partner's review answer all of the questions in part A? Find the answers.
2. Is the information in the review organized effectively? How could it be improved?
3. What else would you like to know about the movie reviewed? Ask at least two questions.
4. Would you follow the recommendation in your partner's review after reading it? Why or why not?

Useful expressions

Suggesting improvements

It might be better if you . . .
I think what it needs is . . .
You might want to . . .
It'd be even better if . . .

LESSON B ► Television

1 STARTING POINT TV time

- A** Read these posts about TV programs. Which program would you most like to watch? Which one would least interest you? Why?



What's On? A Blog for TV Lovers

Today's Question: What TV shows could you watch over and over again?

Posted at 9:24 by Donna
House is such a riveting show that I could watch it again and again. Frankly, Dr. Gregory House (played by Hugh Laurie) is so foul-tempered that I hated him when I first started watching the show. But the amazing plots combining medical mysteries and detective work really drew me in. It's such a great show that I bought all eight seasons and have watched many episodes more than once.

Posted at 9:03 by Justin
I could watch many sitcoms forever, but my busy schedule leaves me so little TV time that I don't want to waste it watching mediocre sitcoms. So, I watch only the best ones, like *The Big Bang Theory*. It centers on the hilarious lives of four geeky scientists. The show's intelligent, witty dialogue is packed with so many great jokes that it's nonstop laughs from beginning to end.

Posted at 8:46 by Franco
I never get tired of watching *CSI*. The unique murder investigations are always thrilling! They include so many scientific details that I always learn something. Plus, I love the humor, and the chemistry between the characters is great! Some of my favorite actors are on *CSI New York*, so those are the episodes I stream the most.

- B Pair work** What are your favorite TV shows of all time? Why do you like them?

"One of my favorite shows is Law and Order, a crime drama series. The plots are always engrossing with lots of surprising twists."

2 VOCABULARY Types of TV programs

- A Pair work** Look at the different types of TV programs. Select the ones that you know. Then ask a partner about the ones you don't know.

- | | | |
|--|--|--|
| <input type="checkbox"/> 1. game show | <input type="checkbox"/> 5. documentary | <input type="checkbox"/> 9. sketch comedy show |
| <input type="checkbox"/> 2. soap opera | <input type="checkbox"/> 6. drama series | <input type="checkbox"/> 10. cooking show |
| <input type="checkbox"/> 3. sitcom | <input type="checkbox"/> 7. sports program | <input type="checkbox"/> 11. reality TV show |
| <input type="checkbox"/> 4. cartoon | <input type="checkbox"/> 8. talk show | <input type="checkbox"/> 12. news program |

- B Group work** Which types of TV shows do you watch? Give an example of each.

VOCABULARY PLUS see page 134

LESSON B ► Television

1 TV time (STARTING POINT)

Learning aim: Discuss TV shows and preferences and see *such . . . that* and *so . . . that* in context (10–15 minutes)

A

- Books closed. Ask Ss if they watched TV last night and, if they did, what they watched.
- Books open. Explain the task and read the questions aloud. Check that Ss understand the following vocabulary.

Vocabulary

foul-tempered easily annoyed, usually in a bad mood

drew me in attracted me to

hilarious very funny

witty clever and funny

packed with full of

unique very unusual in some way

chemistry relationship between people

stream get continuous sound and moving images sent from the Internet to a computer or mobile device

- Have Ss read the text silently to themselves.
- Give Ss time to think about their answers to the questions. Then have a class discussion about the questions.

B Pair work

- Explain the task. Read the questions and example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.

2 Types of TV programs (VOCABULARY)

Learning aim: Learn and practice vocabulary for different types of TV programs (10–15 minutes)

A Pair work

- Explain the task. Read the types of TV programs aloud.
- Ss work individually to select the types of programs they know. Then Ss work in pairs to talk about the program types they don't know.

B Group work

- Explain the task.
- Ss work in groups to discuss the types of shows they watch from part A and to give an example of each type of program.
- Have a S from each group tell the class the group's answers.

Optional activity: TV programs (10–15 minutes)

Ss choose their ideal TV programming.

- Ss work in pairs. Tell them that all the TV companies have decided to let viewers stream eight programs for free for one day only.
- Have each pair decide on eight programs that they would stream. Tell Ss they should choose at least six different types of shows and that both Ss in each pair should either like the TV shows or at least be interested in watching them for the first time.
- Have each pair present and explain their choices to the class.

3 **Such . . . that and so . . . that** (GRAMMAR)

Learning aim: Practice using *such . . . that* and *so . . . that* (20–25 minutes)

Grammar notes

Such is followed by a noun, which is usually modified by an adjective.

That sitcom was such an exciting show (that) I recommended it to everyone I know.

So is followed by an adjective or adverb.

That sitcom was so exciting (that) I recommended it to everyone I know.

So few and *so many* are followed by countable nouns. *So much* and *so little* are followed by uncountable nouns. *We downloaded so many shows (that) it took us weeks to watch them all.*

We were having so much fun (that) we forgot to eat.

When *such* is followed by a singular countable noun, the noun is preceded by the indefinite article. *It was such an interesting movie (that) I watched it three times.*

When *such* is followed by a plural countable noun or an uncountable noun, no article is used.

That TV show got such good ratings (that) it won an award.

The athlete showed such joy (that) the crowd suddenly cheered.

In colloquial English, *that* is often omitted.

- Books closed. Write on the board:
 1. *The show was so funny that I laughed nonstop.*
 2. *It was such a funny show that I laughed nonstop.*
- Ask: *Do the sentences mean the same thing?* (Answer: yes) *What is different about the two sentences?* (Answer: In sentence 1, *so* is used before an adjective. In sentence 2, *such* is used before an adjective + noun.)
- Review countable and uncountable nouns. Write on the board:

There is so little choice on cable TV that I prefer to watch my shows online.

There are so few good shows on cable TV that I prefer to watch my shows online.

Ask Ss why the first sentence uses *little* and the other uses *few*. (Answer: The word *little* precedes the uncountable noun *choice*. The word *few* precedes the countable noun *shows*.) If necessary, give Ss a hint by asking what kind of noun follows *little* and *few* in the sentences.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 40 again. Explain the task and read the questions aloud.
- Go over answers with the class.

Answers

Pattern a:

House is such a riveting show that I could watch it again and again.

Pattern c:

They include so many scientific details that I always learn something.

B

- Explain the task. Read the example aloud and answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

- | | | |
|------------|--------------|------------|
| 1. so much | 3. so little | 5. so much |
| 2. so many | 4. so many | 6. so few |

C

- Explain the task. Read the sentences and the example aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity. Then Ss work in pairs to compare answers.
- Go over answers with the class.

Answers

1. The referee did such a terrible job during the soccer game that my father was yelling at the TV set.
2. There are so many TV programs available on the Internet that I'm using my TV set less and less.
3. That new sitcom was so well reviewed that I wouldn't be surprised if it won an award.
4. Certain singers attract such huge audiences that they charge ridiculously high prices for concert tickets.
5. Some documentaries today deal with such critical social issues that they can have a political effect.



To help Ss with grammar in this exercise, download the Fresh Idea **1, 2, or 3?** from the Teacher Support Site.