

## TV shows by Julian Burnley

<b>Age:</b>	Young adults / Adults
<b>Level:</b>	Intermediate–upper intermediate
<b>Time:</b>	1 hour 30
<b>Objectives:</b>	To discuss TV shows; to learn and practise using language for comparing and contrasting
<b>Key skills:</b>	Speaking, writing
<b>Materials:</b>	One copy of the worksheet per student; a list of five TV shows (see the note below in <i>Before the lesson</i> )

### Before the lesson

Prepare a list of five TV shows that you think most of the students in your class will know. If you teach a multi-lingual class, choose shows from different countries. For example:

- *Breaking Bad* (American)
- *Friends* (American)
- *Sherlock* (British)
- *Sky Castle* (Korean)
- *Money Heist* (Spanish)

If you are worried that your students won't know the shows you choose, do not prepare a list, and instead ask the students to compile their own lists at the beginning of the lesson. Alternatively, if not all students know all the shows, get the ones who do to describe them to the others.

### Procedure

1. Put students in small groups and hand out the worksheets. Write up your prepared list of TV shows on the board, or if you chose not to prepare a list, get the groups of students to compile their own lists of five shows they have seen or at least know something about.
2. In their small groups, students order the shows from 1 (best) to 5 (worst). Get the students to argue, discuss and compromise based on any criteria they want.

3. Tell students that you are going to focus on some useful linking words to show similarity and contrast. Ask the students to look at the example sentences and highlight language for this. They can put *S* for similarity or *C* for contrast above each phrase.

#### Key:

1. *whereas C*
  2. *similarly S*
  3. *like ... S*
  4. *is similar to S*
  5. *are very different from C*
  6. *in comparison to C*
  7. *in contrast to C*
  8. *there are major differences between C*
  9. *whilst C*
4. Thinking more generally about making comparisons, highlight the following things with the class:
    - collocations that go with similarities and differences (e.g. *major, notable, considerable*)
    - *is similar to* versus *are similar to*
    - the use of *like*, e.g. *A is/are like B*.
  5. Students work together to complete the gaps in activity 3 using some of the language learnt. Some gaps have more than one possible answer. If students finish early, ask them to identify the word stress in the linking phrases in the gaps. Emphasize that the stressed syllables are have a higher tone, are made longer and pronounced louder.

#### Key (stressed syllables underlined):

1. *whereas / whilst*
2. *like / in comparison to / in contrast to*
3. *whereas / whilst*
4. *is very different from / is similar to*
5. *maior differences between*
6. *similarly*
7. *in contrast to / in comparison to*
8. *maior differences between*
9. *like*

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6. Ask students to choose a TV-show genre in their group. Then, individually, each student should choose a show from their culture and make notes about it in the *Me* column of the table.
7. Tell the students they are going to discuss their shows and then create a poster highlighting three similarities and three differences between the shows. They will then present their poster to other groups.
8. Students do the activity. Give students time to make notes (e.g. five minutes), and ask students to make notes on their partners' shows in the table while they are listening. If you are teaching a multilingual class, try to get students to focus on key cultural differences and similarities and encourage them to use the language provided.

### Homework task

Ask the students to write a compare-and-contrast essay in their small groups about the genre and shows they chose. Students can discuss outside of class how to break up the essay between them and use *Google Docs* to work on the essay at the same time from home.