

# Young people and television

## Topic

TV programmes

## Aims

- To practice listening skills
- To practice speaking skills
- To review vocabulary related to TV and programmes

## Age group

Teens

## Level

B1+

## Time

60-90 minutes

## Materials

- Young people and television student worksheet

## Introduction

In this lesson the students will look at the television viewing habits of young people in the UK and compare them to the habits of young people in their own country. They will begin by making television posters, then they will do a jigsaw reading activity in pairs. The text is about television habits in the UK. They will complete a questionnaire about their own viewing habits and discuss how their habits are different from those of young people in the UK. There is an optional role play.

## Procedure

### 1. Lead-in: Making a poster

- Tell students that they are going to make a TV poster in small groups.
- Demonstrate on the Board. Ask students to tell you what different types of programmes people watch. As students suggest programme types write a

	<p>few examples inside a drawing of a TV. Add some pictures to illustrate the programmes (e.g. a cookery programme could be illustrated with a cooking pan).</p> <ul style="list-style-type: none"> <li>• When students have the idea, put them into small groups and give each group a large piece of paper and pens. Give them a time limit to produce a poster.</li> <li>• Display the results. Ask other groups to guess the type of programme from the pictures on the posters.</li> </ul>
<b>2. Task 1: Split reading task</b>	<ul style="list-style-type: none"> <li>• Put students into pairs (A and B). Give them the corresponding worksheet (Worksheet 1A or 1B).</li> <li>• Student A should start reading the text aloud allowing time for B to write the missing words. Then student A listens carefully while student B reads.</li> <li>• When students have finished, ask them to compare texts - are they exactly the same?</li> </ul>
<b>3. Task 2 - TV questionnaire</b>	<ul style="list-style-type: none"> <li>• Ask students to read their completed texts again and to answer the following questions <ul style="list-style-type: none"> <li>- How many hours a day do teenagers in the UK spend watching TV?</li> <li>- What time of day does most viewing take place?</li> <li>- Do boys and girls watch the same kind of programmes?</li> </ul> </li> <li>• Tell students that they are going to complete a questionnaire about their own TV viewing habits. Put students into pairs and give each student a copy of the Questionnaire (Worksheet 2).</li> <li>• Students first read each question and answer YES or NO. When they have finished they take turns in asking their partner the questions and record their answers.</li> <li>• Finally invite the students to compare and discuss their findings. Have they got similar TV viewing habits? In what ways are they different?</li> </ul>
<b>4. Task 3 - Role play</b>	<ul style="list-style-type: none"> <li>• Introduce the topic of favourite TV programmes by telling students what you watched on TV the previous da.</li> <li>• Encourage students to talk about their favourite programmes and to compare tastes. Very often there is a programme that is in fashion and everyone will watch it regularly and be keen to talk about it.</li> <li>• Get a copy of a TV programme guide for the UK. These can be found in most UK newspapers and can be easily found on the Internet.</li> <li>• Put students into small groups of 3 or 4. Give each student in a group a</li> </ul>

different role card from Worksheet 3.

- Students should their cards and remember the information. They can choose whether to be male or female. Make sure they don't show their cards to the other students.
- Each group should then study the guide and act out their role. Monitor and help with any new vocabulary or pronunciation problems.
- The object of the activity is to discuss the programmes being shown and to come to an agreement about what to watch. Give a strict viewing time but allow enough time for them to watch a few programmes.

**Contributed by**

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