

Young People and Television

Topic: TV programmes

Level: Pre-intermediate and above

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 playing

Procedure

Introduction task – Making a poster

- Tell students that they are going to make a Television Poster in small groups.
- Demonstrate on the board. Ask students to tell you what different types of programmes people watch.

Tip: As students suggest programme types write a few examples inside the drawing of a television. Add some pictures to illustrate the programmes. (A cookery programme could be illustrated with a saucepan or a film could be illustrated with a reel of film).

- When students understand the task put them into small groups and give each group a large sheet of paper or card and some coloured pens. Students should be given a limited time to design and produce a poster.

Tip: Students should be encouraged to make a rough draft first and to ask for help with spelling or vocabulary.

- Display the finished results.

Suggestions for programme types:

Documentaries, Films, The news, The weather forecast, Quiz shows, Soap operas, Travel programmes, Chat shows, Cartoons, Sport programmes, Sitcoms, Educational programmes, Debates, Gardening programmes, Cooking programmes, Plays, Dramas, Police series, Music programmes, Variety shows, Reality shows.

Split reading task

- Put students into pairs (Student A and Student B). Give all student As a copy of **Worksheet 1A**. Give all student Bs a copy of **Worksheet 1 B**.
- Student A should start reading the text aloud allowing time for student B to write the missing words. Then student A listens carefully while student B reads.

Tip: By taking turns in reading and writing they will both be able to complete the text. When they have finished they compare the two texts. Are they exactly the same?

Completed version of the text (Teacher's copy)

Children's Television Viewing Habits in the UK

Parents and teachers throughout the country often express concern about the amount of hours that children spend in front of the television.

According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day. Many children watch television in the mornings over breakfast but most viewing takes place after school in the evenings.

Peak viewing times for teenagers are between seven and nine o'clock. They watch soap operas, music programmes and quiz shows. Between the hours of four and six, when the programmes are specifically aimed at children, the viewing figures are much lower.

Girls watch more drama series, documentaries and news programmes. Boys watch more science fiction and sport.

Television plays an important part in the lives of children. They are affected by the images they see and they find role models in their favourite programmes. What parents and their children have to consider is how much time should be spent watching television and which programmes are suitable or unsuitable.

Television questionnaire

- Ask students to read their completed texts again and to answer the following three questions.
 1. How many hours a day do teenagers in the UK spend watching television?
 2. What time of day does most viewing takes place?
 3. Do boys and girls watch the same kind of programmes?
- Tell students that they are going to complete a questionnaire about their own television viewing habits. Put students into pairs and give each student a copy of the questionnaire (**Worksheet 2**).

- 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.
- Finally, invite the students to compare and discuss their findings. Have they got similar television viewing habits? In what ways are they different?

Role Play

- Introduce the topic of favourite television programmes by telling students what you watched on television the previous day.
- 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.
- 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. If you have
 - Internet facilities at your school have a look at one of the web sites.
- Put students into small groups of three or four. Give each student in a group a different role card from **Worksheet 3**.
- Students should read their cards and remember the information. They can choose whether to be male or female.

Tip: Students should not show the other members of their group their card.

- Each group should then study the TV guide and act out their role.

Tip: Walk around the classroom monitoring students and helping with any new vocabulary or with 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 students a strict viewing time but allow enough time for them to watch a few programmes