

**Level:** Pre-intermediate (A2)

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options that you can choose from depending on the length of your class. However, these are just suggestions and there are many other ways you could divide the lesson up.

90 minutes – Complete all activities in Are you a TV addict?, On television, and the extension activity.

60 minutes – Complete all activities in Are you a TV addict? and On television.

45 minutes – Complete Are you a TV addict? or On television.

**Summary:** This lesson is divided into two sections: Are you a TV addict? and On television. Students will (depending on the length of the lesson):

- 1 do a TV survey;
- 2 learn some TV expressions;
- 3 talk about their TV habits;
- 4 plan a TV schedule;
- 5 play a zapping game.

**Key skills:** Reading, speaking

**Subskills:** Adverbs of frequency, talking about TV viewing habits, TV vocabulary, types of TV shows

**Materials:** One copy of Are you a TV addict? and On television per student

## ARE YOU A TV ADDICT?

1 Dictate the following questions and ask students to write down their answers.

- 1 How many hours of TV do you watch a day?
- 2 What time do you stop watching TV?
- 3 What are your three favorite shows?

2 Invite students to share their answers to the questions with the class.

3 Ask students if they think they are TV addicts. Then hand out the Are you a TV addict? survey and ask them to complete it.

4 When they have completed the survey, they should read the analysis for their score. Ask them if they agree with the analysis. Then see how many students in the class fell into each of the four score bands. Write the results on the board.

5 Direct students' attention to the Phrasebook on the worksheet. Go over the language with them. Then tell them to discuss the results of the survey using the language.

6 After a minute or two, ask a few students about the class's TV viewing habits and have them respond using

the new language. Are your students a class of TV addicts? If so, do they think they should do something to change their habits? Why or why not?

## ON TELEVISION

1 Play a word *Snowman* game with the words *What did you do last night?* Draw six lines on the board and add a question mark at the end of the six lines.

\_\_\_\_\_ ?

Students call out words in English, and when they say a word that is in the question, you write it onto the appropriate line on the board. Ask some students the question, get them to ask each other, and finally, find out how many in the class watched TV last night.

2 Elicit the different verbs connected to watching TV. For example, *watch, see, switch on / turn on, switch off / turn off, change, turn down*. Hand out the On television worksheets. Practice and expand on this vocabulary by having students complete the Matching and TV actions activities.

**Key (Matching):** a 8; b 1 / 6; c 2; d 7; e 9; f 3; g 1 / 6; h 4; i 5

**Key (TV actions):** a 1 / 6; b 4; c 5; d 1 / 6; e 8

3 Check the answers as a class. Then ask students to turn over their worksheets. Test their memory of the vocabulary by asking them questions such as:

What do you press if you want to go and get a drink? (pause)  
 What do you press if your sister talked during an important part in the movie? (rewind)  
 What do you press if your dad complains the TV is too loud? (volume down)

4 Students then complete the Your TV habits activity using the vocabulary in the box.

**Key:** 1 switch on / turn on; 2 watching / to watch; 3 saw; 4 switch off / turn off; 5 watch; 6 change; watch; turn down

5 Check the answers as a class. Then ask students to mark the sentences that are true for them and compare with a partner. They should use their answers as a starting point to discuss their TV habits.

6 Check comprehension and pronunciation of the types of shows described in the TV shows activity (e.g., *documentary*, *soap opera*). Then tell students to complete the second column with the examples of the different types of show. If you don't think your students are aware of these shows, you can show them images of the shows, complete the table in groups or as a class, or omit it altogether.

**Key:** *cartoon* – The Simpsons; *children's show* – Octonauts; *documentary* – Africa; *drama* – The Bridge; *talent show* – The X Factor; *sitcom* – How I Met Your Mother; *soap opera* – EastEnders; *talk show* – Jimmy Kimmel Live; *quiz show* – Who Wants to Be a Millionaire?

7 When you have gone over the answers, encourage students to work in pairs and complete the table with at least one show they know for each show type.

When they have finished, have students share their answers with the class. Then elicit other types of shows (e.g., *makeover shows*, *the weather forecast*, *sports shows*, *cooking shows*, *reality TV*, *the news*).

8 Students work in small groups and plan a TV channel schedule for one evening between 8 and 11 p.m. They complete the table.

9 You can then ask groups to present their schedules. They must be prepared to justify their choices – why do they think the shows they have chosen are the best? Take a vote on which schedule students would most like to watch (making sure nobody votes for their own schedule).

## OPTIONAL EXTENSION ACTIVITY

1 Have a TV remote control on hand to play this game or use your phone and pretend it's a remote control. Explain that you are undecided about which TV channel to watch this evening and are going to flick through the channels to find the most interesting show.

2 Students prepare some dialogs for one (or more) of the TV shows they chose for their evening TV schedule. It might be interesting to have a variety of shows (e.g., a soap opera, a reality show, the news, and a sports show).

3 You "turn on" the TV by pointing the remote control at one of the groups – that group must then start enacting their show. You "change the channel" by pointing at another group – the first group stops and the next one starts. Encourage students to make their show interesting to stop you from changing the channel.

## HOMEWORK TASK

Instruct students to keep a TV diary for a week. They should make a note of all the TV that they watch, including:

- the names of the shows,
- how long they watch for, and
- what time they start and finish watching.

At the end of the week, examine the results. Were students objective about their TV habits in the TV survey above, or do they watch more or less TV than they thought they did?

## ARE YOU A TV ADDICT?

- 1 **When do you have the TV on?**
  - a always when I'm at home
  - b when there's something I want to see or when I don't have anything to do
  - c hardly ever or never
- 2 **Do you watch TV when you are eating?**
  - a always or almost always
  - b sometimes
  - c rarely or never
- 3 **Where do you watch TV most?**
  - a in my bedroom
  - b in the living room
  - c I don't watch TV
- 4 **Do you ever stay up after your normal bedtime to watch TV?**
  - a often
  - b sometimes
  - c never
- 5 **On average American kids watch about three and a half hours of TV a day. How much TV do you watch?**
  - a more than three hours
  - b about three hours
  - c less than three hours
- 6 **Do you like watching reality shows?**
  - a yes
  - b sometimes
  - c no
- 7 **The TV is broken and will take two weeks to repair. What do you do?**
  - a rent or borrow another TV
  - b watch TV on another device or at a friend's house
  - c spend more time doing other things
- 8 **You're watching a show that you like and a friend comes to see you. What do you do?**
  - a continue watching the show
  - b chat with my friend and watch the show at the same time
  - c turn off the TV



- 9 **Do people say you watch too much TV?**
  - a often
  - b sometimes
  - c never
- 10 **Do you know what's on TV tonight?**
  - a yes, of course
  - b only the shows I watch regularly
  - c no

### Calculate your score

2 points for every "a"

1 point for every "b"

0 points for every "c"

My score \_\_\_\_\_

### ANALYSIS

#### 0-5

Either you don't like TV or you have very strict parents!

#### 6-10

You like watching TV, but you're not a TV addict.

#### 11-15

You watch a lot of TV. Be careful *not* to become an addict!

#### 16-20

You are definitely a TV addict!



## PHRASEBOOK



### Talking about the results of a survey

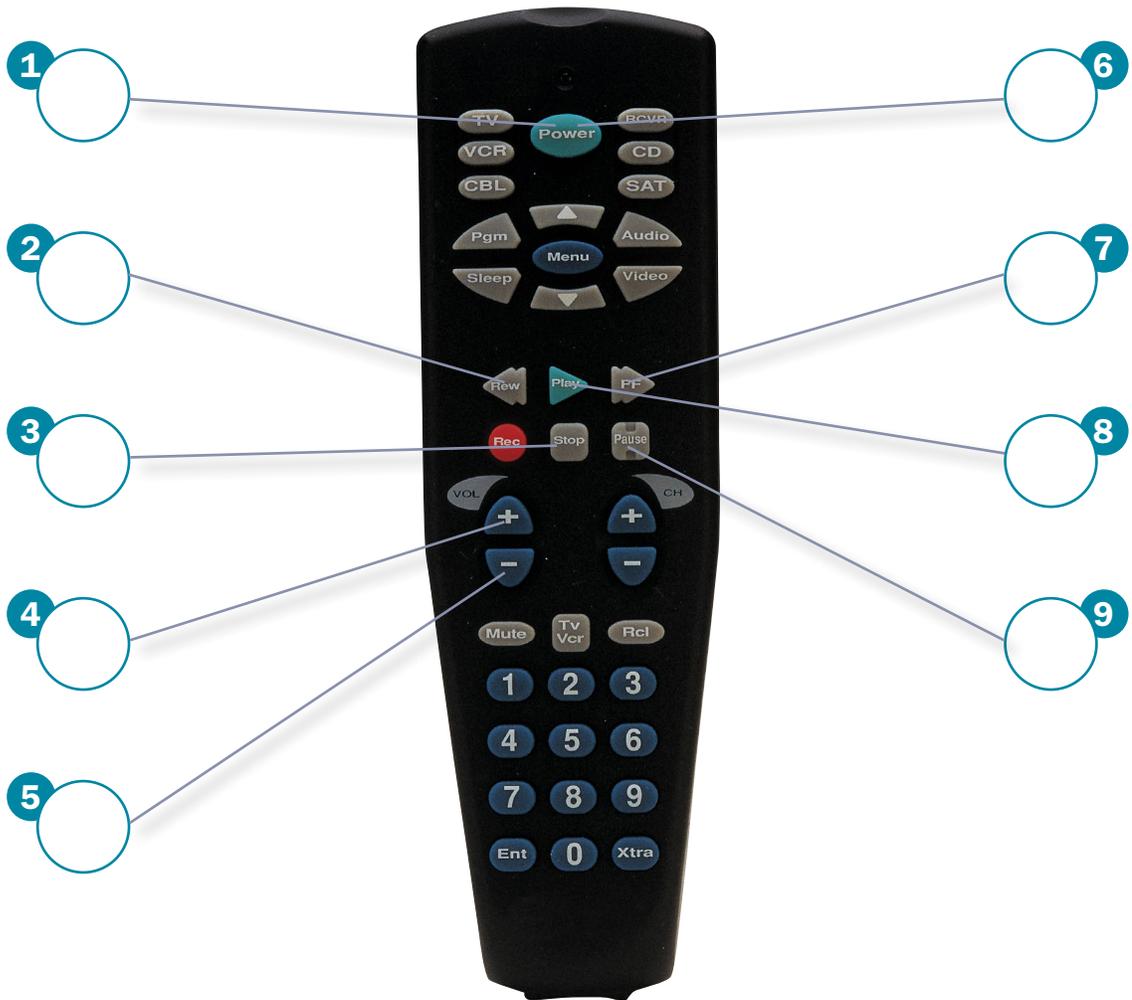
- Do the results of the survey surprise you?
- It looks like the (vast) majority of people in our class are TV addicts.
- There are only a few TV addicts in our class.
- Judging by the results, roughly \_\_\_% of the class are (not) TV addicts.
- I was surprised to learn that ...
- I'm not sure the results are that reliable. People aren't always honest about their habits.



## ON TELEVISION

### Matching

Match each instruction to the correct symbol.



- |               |              |                    |                       |                |
|---------------|--------------|--------------------|-----------------------|----------------|
| <b>a play</b> | <b>b on</b>  | <b>c rewind</b>    | <b>d fast-forward</b> | <b>e pause</b> |
| <b>f stop</b> | <b>g off</b> | <b>h volume up</b> | <b>i volume down</b>  |                |

### TV actions

Which button would you press to ...

- |                       |                      |
|-----------------------|----------------------|
| a ... turn the TV on? | d ... turn it off?   |
| b ... turn it up?     | e ... start the DVD? |
| c ... turn it down?   |                      |

## Your TV habits

Complete the sentences about TV habits using the correct form of the verbs below.

<b>watch</b>	<b>see</b>	<b>watch</b>	<b>switch on / turn on</b>
<b>switch off / turn off</b>	<b>change</b>	<b>watch</b>	<b>turn down</b>

- 1 I often \_\_\_\_\_ the TV as soon as I get home.
- 2 I like \_\_\_\_\_ TV while I'm eating.
- 3 I \_\_\_\_\_ a really good movie on TV last week.
- 4 If someone comes to visit, we usually \_\_\_\_\_ the TV.
- 5 I try to \_\_\_\_\_ the news at least once a day.
- 6 I don't like commercials, so I generally \_\_\_\_\_ the channel while they're on. Also, the volume of commercials is always high, so if I \_\_\_\_\_ them, I have to \_\_\_\_\_ the volume.

## TV shows

Complete the table with the TV shows below. Then write your favorite shows in the table.

<b>EastEnders</b>	<b>Octonauts</b>	<b>The Simpsons</b>
<b>Jimmy Kimmel Live</b>	<b>Who Wants to Be a Millionaire?</b>	<b>The Bridge</b>
<b>The X Factor</b>	<b>How I Met Your Mother</b>	<b>Africa</b>

Type of show	Example	My favorite
a cartoon		
a children's show		
a documentary		
a drama		
a talent show		
a sitcom		
a soap opera		
a talk show		
a quiz show		

Use this table to plan your own prime-time TV schedule for Thursday evening.

11:00	
10:30	
10:00	
9:30	
9:00	
8:30	
8:00	
THURSDAY	

