

# UNIT 16

# Television

We move to another popular topic of discussion and debate - television. While it is no longer the only source of screen entertainment, it is still an important source of news, opinions and stories (TV soap operas). The question of whether TV is educational or caters to the lowest common denominator is still with us and can be applied to other screen-based media such as movies, computers, iPads and smart phones. Students are now into the final stages of the book. They have received a lot of lexical input and should be more confident in using it by this stage.

## Page 129

### Making a TV Schedule (Individuals)

- Individual students think about their TV viewing.

#### Task 1: (pairs)

- Students make a weekend TV schedule.

This is an opportunity to talk about preferences in terms of genres (sports, music, news, comedy, etc.) and specific shows. As in Other Units, this is setting up the learning schema as well as promoting communication and collaboration.

#### Task 2: Sharing (pairs)

- Students share their schedule with another pair and talk about their schedules together.

This encourages explanation, listening, questioning and sharing of ideas.

## Page 130

### Viewing Habits (pairs or groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 53) and ask students to read the three paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

time-consuming	→	advance; grow; mature
develop	→	amusement; pastime; recreation
social skills	→	consider; evaluate; judge
non-violent	→	cooperation; teamwork
analyze	→	not using electricity; disconnected
entertainment	→	peaceful; without violent scenes
unplugged	→	taking up time; eating up time

Screen addiction is another issue that students will be familiar with, particularly in relation to computers and smart phones. This reading passage introduces the issue by mentioning California State University and

the American Psychiatric Association, showing the depth of concern that is felt in professional circles and the potential for harming children's natural development. students might have seen examples of this themselves and will be able to share their stories.

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 131

### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

#### Answers

1. It could be said that the main pastime of American students is watching television.
2. What do children need to be active in order to grow in a healthy way.
3. Television doesn't help children to develop healthy minds and bodies.
4. Children who watch too much television tend to: i) have lower school grades; ii) read fewer books; iii) exercise less; and iv) be overweight.
5. Parents can help their children to develop good TV-watching habits by:
  - watching programs with their children and asking questions about them;
  - helping their children to choose interesting, non-violent programs;
  - helping their children to analyze commercials;
  - turning the TV off during meals and study time;
  - being a good TV-watching role model.
6. The effects of TV are not all negative. TV can be a good source of interesting information and entertainment if it's used well.
7. The writer suggests at the end of the passage that we might think about joining in Screen-Free Week next May, and experiencing an "unplugged" life for a while.
8. The writer makes this suggestion for two reasons: 1) we might like it; and 2) it would help us to use TV well.

### Think for Yourself

Students think about TV-related issues. They might want to look further into these issues for themselves. The question of how TV violence affect real life violence (or vice versa) is a popular topic of debate.

Suggested answers:

- Yes, I turn the TV off if I can't find a good show.
  - No, I don't turn the TV off if I can't find a good show.
- Yes, I like to analyze TV commercials. They are very interesting. For example, in car commercials, the car is the only one on the road. The idea is that if you buy that car, you will have the road to yourself.
  - No, I just watch the commercials. I don't think about them.
  - No, I never watch commercials. I think they are stupid.
- Yes, I have you tried not watching the TV for a day. It was difficult at first. But then I found lots of other things to do.

- No I haven't tried not watching TV for a day. It sounds like an interesting idea.
- - Yes, I think I could go without watching TV for a month. It would be difficult at first, but I think I would find lots of things to do. It would change my life.
  - No, I don't think I could go without watching TV for a month. It would be too difficult. I can't live without television.
- In my opinion, the good effects of television are that we can see programs about the world. We can learn about other cultures. We can see other cities. We can watch dramas and classic movies. TV can be educational. In the UK there is the Open University. It gives many TV programs. In the US there is PBS - the Public Broadcasting Service. It gives programs about history, geography, literature, and many other topics.

## Background Information

This information here is about TV viewing. Again, students might like to find out information for themselves. If they do a google search for "TV ads" or "TV viewing" they will find some interesting information.

## Page 132

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Looking ahead' and 'routines'

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

This is an opportunity for students to talk about the major TV issues before debating them on pages 134 and 135.

Sample answers:

1. In my opinion the good points about television are that we can watch educational programs and learn many things. The bad points are that there is too much violence and people get addicted to watching. They become couch potatoes and don't get any exercise.
2. My favorite TV commercial is the one in which .....
3. - In my opinion, TV makes us lazy. We sit and watch and don't bother to get out and exercise. It is easy to just watch TV. But it stops us from doing other things.
  - I disagree. TV doesn't make us lazy. Lazy people watch TV all day, but they were lazy to start with. Active people don't watch TV all day. They just watch the programs they want to.
4. - Yes, I think television harms young children. Parents like to use television as a babysitter. However, the child sees lots of violence. This makes the child violent. Furthermore, the child needs to be active, learning to walk and other things. Its mind and body need to develop.
  - No, I don't think television harms children. The parents who use the TV as a babysitter are to blame. They should be actively looking after the child and helping it to grow up.
5. - Yes, I firmly believe that violent scenes on TV make children violent.
  - I disagree. I don't think children learn violence from the TV.
  - Yes, I believe that violent scenes on TV cause violent crimes. Criminals learn from the TV. It gives them many ideas.
  - I can't agree. People will commit violent crimes without the TV. There are many reasons for violent crime.
6. The good side of TV news is that we can see what is happening around the world. The bad side is that they only show deaths, violence, disease and elections.

- In my opinion there is so much crime and violence on TV news because the broadcasters think that is what people want. They also like to shock people.
  - - Yes, I think TV news gives us a true picture of life.
    - No, I don't think TV news gives us a true picture of life. It is all violence and shock and awe.
  - - Yes, I think TV news shows us 'the whole picture'? I think they try to cover every type of news at home and abroad.
  - - No, I don't think TV news shows us 'the whole picture'. They just give us certain types of news. In addition, they never tell us what happens next. They just show us breaking news. Then they go on to the next breaking news.
7. - Yes, I think cable TV is better than normal TV. For one thing, they don't have so many commercials. For another thing, they have more variety in their programs. Finally, there are lots of special channels, like cooking channel, fishing channel, news channel, sports channel and even baud channel.
- No, I don't think cable TV is better than normal TV. To start with, they keep telling us that we are watching their channel: "Only on XYZ TV". What's more, they often break up movies with lots of commercials. Finally, there are so many cable TV channels. I don't know where to look.
8. - I like TV shopping channels. I can stay at home and do all my shopping. I can also find the best prices.
- I don't like TV shopping channels. You never know about the quality. And you can't send things back if you don't like them. I also think people get very lazy by shopping on TV. Finally, TV shopping encourages people to buy things they don't need.
- Yes, I have done TV shopping. It was very convenient.
- No, I haven't ever done any TV shopping. I don't want to.
9. - I like reality shows. They are about life and normal people. And they are not written by authors. We never know what will happen.
- I don't like reality shows. I think they are not real at all. What's more, i think they are boring.
10. - Yes, I could live without a TV. After all, people lived without TVs for thousands of years. They wrote great literature and had great ideas. I don't see the problem. I would find many things to do, like reading, walking, swimming, writing, playing chess, or joining a choir. I might even join a drama group. I like acting.
- No, I couldn't live without a TV. I love to watch my favorite shows on TV. I couldn't live without them. I can't imagine what I would do.

## Page 133

### Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 54(CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. I don't think Seung-min gets any homework done during this dialogue.
2. Seung-min doesn't like the soap opera because it's so obvious. You can tell what's going to happen.
3. He agrees to watch it in order to see Seoul and the Korean actors.

4. He would rather watch Monday Night Football.
5. The soap opera takes place in Seoul.
6. Two episodes were shown today.

As in other Units, the Dialogue can be an inspiration and stimulation to make a mini-drama about the main topic. In this case, students could make a soap opera. It could be for an assignment or a project. Students could perform before everyone, make a video, and post it online.

Also as in other Units, it is not necessary for every students to do every activity. They can be chosen at the teacher's discretion or the students' preference. Teachers might like to focus on different pages in different Units.

## Page 134

### Debate Corner (groups)

- Students make groups of 4 or 5 for the debate.
- They check out the debating language on this page and make notes on the next page.

This is the final debate in the book.

The language is more functional now, showing students how to signpost their arguments. There has been a great deal of vocabulary to present for this genre (debating), so it is only now that longer phrases have been given. However, students should look at all the debate phrases in the book when performing the debate. The teacher should therefore remind students to look at pages 62, 70, 86, 102 and 118 as well as this page (134).

As always, students should be allowed to perform at their level. The activities in this book present various challenges and can be performed by all levels from lower-intermediate to advanced. However, this does not mean that everyone has to perform at the same level. As well as helping the lower level students to achieve success we need to motivate and push the higher level students. Some activities have been designed to challenge higher-level students. However they can also be performed by lower level students if they wish. In this case they will gain different benefits from the activities. Students often want a challenge, so it is good to let them take something on and see what they can do with it.

## Page 135

### Let's Debate! (groups)

- Students make notes for their debate.
- They perform the debate.

This is the last debate in the book, so it is the final chance for students to try out this genre. It is good to let them choose the topic and prepare for it before class, even writing out their arguments on this page. Then they can go straight into the debate.

Perhaps the teacher could video the debates given by different groups and post them online (on a safe site). This debate could even be used as a final assignment or even a final oral assessment. In this case it should have peer- and self-assessment as well as the teacher's assessment.

## Page 136

### Argument Samples (groups)

- Some samples are offered here for students to look at. They are about the third proposition “Television has a positive influence on society”.

The samples are more structured now, in terms of signpost language. The speakers are telling us exactly what they think and what they are going to do.

Here are some more Argument Samples based the first motion: “Television is harmful to young minds”.

**Pro Speaker 1:** We strongly believe the motion is true. There are many examples of television harming young minds. First I will talk about our reasons. Then the second speaker will explain why the other speakers are wrong. To start with, there is too much violence on TV. Even babies see lots of killing on TV. This affects their minds, since they don't know what is right or wrong. Second, there are lots of crimes on TV. This makes young children think that being a criminal is glamorous. Third, there are too many commercials. These make children want to spend, spend, spend. So we can see clearly that TV is harmful to young minds and to society.

**Con Speaker 1:** We disagree. But first, let us define some terms. What do we mean by “young minds”? Are we talking about babies or children up to elementary school? Do teenagers still have young minds? So we can see that the motion is too wide. Anyway, I will show that TV is not harmful to any of these age groups. First, let us look at babies. They don't understand what is going on on TV, so they cannot be influenced. Next, elementary school kids. They need guidance. So parents must only let them watch certain programs. Third, teenagers. They are old enough to know the difference between right and wrong. So in conclusion, it is not television in itself that harms young minds. It is the wrong use of television that is harmful. Therefore, we oppose the motion.

Here are some more Argument Samples based the second motion: “There is too much violence on TV”.

**Pro Speaker 1:** In our opinion this motion is obviously true. Here are three reasons why this is the case. First, there are many examples of extreme violence on TV. People are killing each other in prime time. Such violence is not real. Second, this violence is a bad influence on everyone. People who see this violence think that killing is a reasonable solution for their problems. This leads to serial killings in the US. Third, even the news programs are full of violence. The headlines always contain killing, bombing, terrorists and even deaths from flooding and natural disasters. Our society has become full of violence because of television. So please support this motion.

**Con Speaker 1:** The other speaker has got things the wrong way round. On the contrary, I will show that violence in life leads to violence on TV. But first, what do we mean by violence? Do we mean physical, mental or unnecessary violence? This is my point. The violence on TV is necessary. It is a reflection of life. We cannot run away from this fact. Second, TV does not make people violent. TV shows how violent some people are. Third, we are intelligent people. We can decide what to watch. If we don't like the violence we can switch channels. No-one is forcing us to watch programs the we think are too violent.

Here are some more Argument Samples based the fourth motion: “TV commercials should be banned”.

**Pro Speaker 1:** We are strongly in favor of this motion, for three reasons. First, TV commercials are advertising. Viewers don't ask for advertising when they buy their TVs. They want to watch the TV programs. Second, TV commercials give a false view of life. They show beautiful people in beautiful houses and beautiful cars, with no cares or worries at all. The idea is that if we buy their product we will also be beautiful, with no troubles or cares. This is rubbish. It is a lie. They should not be allowed to do this. Third, TV commercials make us buy things we don't need. They tell us that we really must have this or that product; we cannot be complete without it. This is materialism. It is

consumerism. It is wrong. It also affects innocent minds and long children believe it. Now, because of these reasons, I beg you to vote for this motion.

**Con Speaker 1:** We oppose this motion, because it is unrealistic. Let me give you three reasons for this. First, this is a free society. TV channels are free to show commercials and companies are free to make commercials to show on TV. Second, TV companies need money. They don't get it from the viewers, so they have to get it from advertising. Third, commercials are very useful for the viewers. They let them know about many useful products. They also show a positive view of life. They show how our problems can be solved and we can live in peace. To summarize our argument, TV commercials are good for everyone. Therefore, I ask you to vote against the motion.

## House Puzzle

● This is another thought-provoking puzzle.

In fact the solution is very simple and we can see that there are two people playing chess in the illustration. Therefore the 9th person is playing chess. The problem is in the wording of the question. It suggests that the 9th person must be doing something else, since "Eight people are doing something". However, the answer is in front of our eyes. This is a good opportunity for an "aha moment"!