



## Attitudes to TV

### SELF STUDY

If students are working alone, note that 1, 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

### Before watching

- 1 This exercise reviews some of the concepts from the life skills lesson and anticipates themes from the video to increase students' chances of understanding it. There are no answers given because although some of the activities on the list are clearly more active or creative than others, the important thing here is for students to discuss things. When checking answers, accept any that students can justify with a logical argument.

### EXTRA SUPPORT

To help students to express and defend their answers, write prompts like these on the board:  
*I (don't) think ... is (very) ...*  
*... because you (don't) have to think/run/move a lot.*  
*... because you (don't) need a lot of imagination.*

### While watching

#### VIDEO SKILLS: Understanding negatives

The grammar in this unit looks at negative verbs. This reviews those students already know, while looking at other ways to make a negative phrase or sentence that come up in the video.

- 2a 31 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. If your students have seen the video before, ask them to recall their answers and watch again to check. When checking answers, note that there is quite a lot of flexibility in the way students can express them.

#### Answers

- 1 It's no TV week./She isn't watching (any) TV.
- 2 every day/evening
- 3 great (good, positive)

- 2b 31 Make sure students read the text before they watch again and understand what it represents. Students could try and complete some of the gaps before they watch again. If so, ask them to work individually first, and then to compare their ideas in pairs.

#### Answers

- 1 five   2 good   3 bad   4 off   5 do   6 good
- 7 bad   8 month

### EXTRA SUPPORT

Teach students the language they need to compare answers with a partner:

*What have you got for number ...?*

*I've got ...*

*What about you?*

*Are you sure? I think it's ...*

- 3a 31 This exercise focuses on what Megan does with the free time she has now she doesn't watch TV, and how she feels about the change in her life.

#### Answers

- 1 She makes jewellery. She writes songs. She sings. She plays the guitar.
- 2 (She feels) good.
- 3 Don't switch on the TV. Do something creative.

- 3b Ask students to say why they think No TV Week is a good or a bad idea, and if they want to try it. Some students might say that they don't watch a lot of TV anyway, which is what 4a picks up on.

### After watching

- 4a This exercise develops the life skill by getting students to see their TV watching habits in a broader context. By comparing their TV habits with friends and with their parents, they will get an idea of whether they watch a lot of TV compared to their peers and to older generations. Ask if they think TV habits and attitudes towards TV are changing, and in what ways.
- 4b **SKILLS 4 LIFE** The idea behind this activity is to encourage students to see their TV habits in the context of the broader issue of the time they spend on screens. When students have made their pie chart, ask them to compare charts with a partner and discuss any differences. Then get the pairs to discuss the positive and negative influences of each type of screen. Could they live for a week without the screen that they use most?

### REFLECT ON IT



The idea behind the question is to encourage students to put themselves in their parents' position and see if they can understand why so many parents worry about the amount of TV their kids watch or time they spend in front of other screens.