

The global influence of TV

LEARNING OUTCOMES

- I can learn about the global influence of TV and use what I learn to make connections with my own culture.
- I can discuss a popular TV show from another country which I enjoy and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

atmospheric [adj]: creating a special mood or feeling

boom [n]: a sudden increase in the popularity of something

broadcast [v]: to send out programmes to be received by television or radio

be in (high) demand [phr]: to be wanted by a lot of people

export [n]: a product that is sold to another country

export [v]: to send or sell a product/products to another country

be glued to [v]: to be watching something and not paying attention to anything else

gripping [adj]: very exciting and interesting

import [v]: to buy a product from another country and bring it to your country

influence [n]: something that has an effect on someone or something

insight [n]: a chance to understand something or learn more about it

overseas [adj]: happening or existing in a country across the sea from your country

phenomenon [n]: something that is very impressive or surprising

representation [n]: the act of presenting somebody or something in a particular way

rise [n]: an increase in something

viewer [n]: someone who watches television programmes

WARMER

In pairs, students brainstorm their favourite TV programmes. Ask them if they know which of them are from their own country and which come from another country. Ask how they know this and, if they enjoy imported TV programmes, why they enjoy them.

- 1 Students discuss the infographic in their pairs. It tells us the top five countries around the world which the UK exports its TV programmes to, with the US being the most popular. Ask students why they think the US is such a big market for British TV shows. Why are the other countries in the top four, do they think?
- 2a Ask students to read the text quickly and answer the question. Imported TV programmes means the programmes that a country shows on TV that come from other countries.

- 2b Students read the text again and decide if the sentences are true or false. When students have finished, elicit the answers as a class.

Answers

1 F 2 F 3 T 4 T 5 F 6 F 7 T

- 2c Students read the sentences and complete with the correct countries. Check the answers as a class.

Answers

1 Brazil 2 Turkey 3 China 4 Japan 5 Sweden
6 the US

Gateway to culture

- 3a Put students into pairs to discuss the questions and come up with suitable answers. Elicit ideas as a class.

Answers

Students' own answers

PROJECT

- 3b Explain to students that they are going to work in groups to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. For Step 1, put students in groups of three or four to decide on a TV programme that they all enjoy and would like to research further. If working at home, each group member can do some individual research on one of the points on the list and then share their ideas and findings with the rest of their group in the next session. For Step 2, students decide who in their group will talk about which of the points for their presentation. Ask them to make sure that each group member has an equal amount of information to present, and explain that points can be divided if necessary. Encourage students to research any additional information about the TV programme to make their presentation more interesting.

- 3c Once they have gathered the necessary information, students prepare their presentation in class. Allow students to decide how they would like to present their research, e.g. they could present it orally, make a poster or use computer software to digitally present their information. Allow some time for class preparation before each group presents their ideas to the class. Encourage other students to ask the presenters questions.