TV or not TV?

1. INTRODUCTION

- Have you ever thought if television has influence on people’s life?
- Are your habits good or bad concerning to watching TV?
- Do you know anything about television in UK?
- Would you like to take part in a TV show?

Studies have shown that people dedicate on average 4 hours daily to watching TV. Four hours daily watching TV means that by the age of 60 we have spent 10 years in front of the TV.

Just like drugs or smoking, TV creates addiction. In many cases the viewers neglect their social and family life. Also too many hours in front of the TV lead to obesity. However, there are some positive aspects. It can be a didactic tool.

- Working on this task you will be able to focus on these questions and become more conscious about getting a healthy way of watching TV.

2. TASK

In the next days you are going to work on several aspects related to television:

- Television in Britain.
- How TV affects children.
- TV habits.
- Different kinds of TV programmes.
Your task will consist of different parts:

- **First part**: write a short report.
- **Second part**: prepare a presentation to be shown in class.
- **Third part**: do a survey.
- **Fourth part**: write a review. 
  - Record a TV show.
- **Fifth part**: Self assessment.

### 3. PROCESS

- You are going to work in groups of 3 people.

#### 1. Television in Britain.

*Each group will have to read some information and write a short report about British TV, follow these items to do it:*

- Main channels
- Differences among them
- Digital Broadcasting
- Cable and Satellite television
- Kinds of programmes they watch
- TV license (click [here](http://resources.woodlands-junior.kent.sch.uk/customs/questions/media.htm))

✓ Get into the following link to complete your report:

http://resources.woodlands-junior.kent.sch.uk/customs/questions/media.htm

Each group will prepare a presentation to be shown in class to the other groups (you may use software or applications such as Powerpoint, Impress or Prezi). You will analyse the advantages and disadvantages of TV.

❖ To work on this part you may use the following resources:

- File worked in class (“The Pros and Cons of Television”)
- http://kidstvmovies.about.com/od/healthytvhabits/a/tvgoodforkids.htm
- http://kidshealth.org/parent/positive/family/tv_affects_child.html

3. TV habits.

Do a survey in your group to know about all members’ habits. Then add another part to the previous presentation about this. In this part you will include the conclusions of the survey and the questions you’ve used to come to them.

❖ Items to be included in the survey: (you may add others which you consider interesting)

- Time you spend watching TV from Monday to Friday.
- Time you spend watching TV at the weekend.
- Number of TV set you have at home.
- TV in your bedroom.
- Parents have any kind supervision.
- Kinds of programmes you watch.
- Watch TV after midnight.
4. Different kinds of TV programmes.

A. Each member of the group will write a review of a good TV programme and another one of a bad TV programme. This part will be posted on your Google Drive folder.

B. Now, it’s time for the funniest part of your work. Each group will have to record its own TV programme. Choose a kind of show you like, write the script, and record it. **Try to be original and creative!!!!**

This video will show how to write a television script, it may be useful:

http://www.youtube.com/watch?v=o0XH2VgQm1U

5. Selfassesment.

A. According to the information you’ve worked on, answer the following question: Is television bad or good? (Give reasons). Post your answer on the blog.

B. Once you’ve finished your work, make a self-assessment of your work: what you have learned, if you liked it or not, what you liked most, what you liked the least, etc. Post this part on your “portfolio folder” in Google Drive.
## 4. EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>POOR 1</th>
<th>NOT BAD 2</th>
<th>GOOD 3</th>
<th>EXCELLENT 4</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>You didn't get all the information. It's not complete and badly organized. A lot of copy and paste. It’s not original and creative at all.</td>
<td>Information is complete, but not very well organized. Little copy and paste. It’s a bit original and creative.</td>
<td>Information is complete and organized. Little copy and paste. It’s quite original and creative.</td>
<td>Information is complete. Well organized. No copy and paste. Very original and creative.</td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Poor use of vocabulary.</td>
<td>Average vocabulary.</td>
<td>Good vocabulary.</td>
<td>Good use of vocabulary and expressions</td>
<td></td>
</tr>
<tr>
<td><strong>FLUENCY AND PRONUNCIATION</strong></td>
<td>Poor pronunciation and very difficult to understand.</td>
<td>Some mistakes but the message is understood.</td>
<td>Few mistakes.</td>
<td>Everything is understood, very few mistakes.</td>
<td></td>
</tr>
<tr>
<td><strong>GROUP WORK</strong></td>
<td>Most work is done individually. They don’t know about other members’ work.</td>
<td>They have some knowledge about other member’s work.</td>
<td>They have plenty of knowledge about other members’ work.</td>
<td>They have worked together like a group. Everybody knows about other members’ work.</td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN INDIVIDUAL SELF-ASSESMENT</strong></td>
<td>Very few ideas. Many mistakes. Poor work.</td>
<td>Some ideas, some mistakes, not bad work.</td>
<td>Plenty of ideas, few mistakes, good work.</td>
<td>Very few mistakes, lots of ideas. Excellent work.</td>
<td></td>
</tr>
</tbody>
</table>