

## Lesson plan: Watching television

**Watching television****Topic:** Watching television / using adjectives**Level:** SfL E2/E3; SQA Access 3/Int 1; CEFR A2/B1**Time:** 70 - 90 minutes**Aims**

- To develop students' ability to listen and understand a short text
- To develop students' vocabulary of free time activities (television viewing)
- To develop students' awareness of use of –ed/-ing adjectives
- To give practice of describing likes/preferences and giving reasons

**Introduction**

This lesson focuses on the use of –ed/-ing adjectives in the context of watching television. Students will practise using the adjectives to talk about their viewing habits.

This lesson uses the video **Watching television: adjectives** from the ESOL Nexus Grammar Lessons section. The material provides can be used as self access, either in preparation for the lesson or as follow up work. It can be accessed here:

<http://esol.britishcouncil.org/grammar-lessons/watching-television-adjectives>

**Preparation and materials**

Before delivering this lesson, take a look at the self- access material provided at:

<http://esol.britishcouncil.org/grammar-lessons/watching-television-adjectives>

You may wish to set the work contained here as preparation material or as follow-up homework. If students have not used the ESOL Nexus site before, it is worthwhile showing them how to access and use the material.

- Make copies of the Student worksheet. Make sure students are not able to see Task 3 when doing Task 2.
- For Task 5, create a set of cards containing the types of TV programmes covered during the lesson. Cut up enough sets for each group in your class.
- The word cloud is also available as a powerpoint download: **-ed & -ing adjectives word cloud**, which you may wish to project while the students are doing Tasks 4 and 5.

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### Procedure

#### Warmer (10 mins)

- Tell the students that this lesson is about a leisure activity that almost everyone in the UK does. Elicit that this is watching TV. Ask students what types of programmes they know/watch.
- Display the first jumbled word from the student's worksheet (paso) and tell them this is a popular type of TV programme. Ask the students what type of programme it is, eliciting 'soap'. If students have difficulty provide a description of the programme, or name some popular soaps such as *Eastenders*, *Neighbours*.
- Put the students in small groups, providing the Student Worksheet. Tell the students to look at the Warmer and work together to complete the task. Check that the students understand that the spellings of the words are jumbled. Monitor and give clues as required.
- Take feedback, getting the students to spell the words as you write on the board. Do any required drilling of the words and clarify programmes the students are not aware of.

#### Differentiation

- Allow access to dictionaries (e.g. on their phones) to check spelling.
- Stronger students can be asked to write the names of TV programmes for each type.

#### Answers (Warmer)

- |                    |                       |                    |
|--------------------|-----------------------|--------------------|
| 1. <i>soap</i>     | 5. <i>reality</i>     | 9. <i>wildlife</i> |
| 2. <i>makeover</i> | 6. <i>documentary</i> | 10. <i>travel</i>  |
| 3. <i>kids</i>     | 7. <i>drama</i>       |                    |
| 4. <i>sports</i>   | 8. <i>cookery</i>     |                    |

#### Task 1 – Discussion (10 mins)

- Tell the students a little about your own TV viewing. Talk about the amount of time you spend watching TV, and the programmes you enjoy watching. Ask one or two students about their TV viewing, using questions such as:
  - *How much time do you spend watching TV?*
  - *Do you watch TV programmes in English?*
  - *What types of programmes do you watch? Why?*
- Put the questions on the board. Tell students to discuss their own TV viewing in small groups, using the questions on the worksheet as a guide. After about 5 minutes stop the discussion.
- For feedback, find out if any of the students talked about other types of programmes than those in the warmer.

#### Task 2 – First viewing (10 mins)

- Tell the students that they are going to watch a short video of Ann describing her TV viewing habits. Tell the students to look at questions 1 and 2 in Task 2. Clarify the types of programmes in question 2 not already elicited.
- Play the video clip once. After viewing, ask students to check their answers in pairs and try to answer the follow-up questions on the sheet.
- Check answers to questions 1 and 2. Do not agree or disagree with the students' answers to the follow-up questions at this point.

#### Answers

1. *She watches 3 or 4 hours every evening.*
2. *Wildlife programmes, programmes about family history, programmes about antiques, crime thrillers, horror films*

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**Task 3 – Second viewing (10-15 mins)**

- Tell the students to look at Task 3 on the worksheet. With a partner they should try to decide which word they think goes in each gap. Reassure them that if they are not confident, they will see the video again. Do not take any feedback at this point. Tell the students that all the words in the gap are similar in some way.
- Play the video clip. The students should listen and check/try to complete the task. Play the clip a third time if necessary.
- Display the gapped text on the board and elicit the correct answers. Ask the students what all the answers have in common, i.e. they are all used to describe things, they are all adjectives.
- Use the completed text to highlight the differences between the –ed and –ing adjectives, asking questions such as:
  - *What does interested refer to?*
  - *What is boring?*
  - *Is Anne exciting or are the crime thrillers exciting?*
- Elicit the different ways in which the two sets of adjectives operate, i.e. –ed adjectives describe feelings while –ing adjectives describe the cause of the feeling.
- Write the adjectives on the board in two columns. Elicit other pairs of adjectives which work in the same way, e.g. surprised/surprising. (A full list of adjectives can be found in the language focus of the self-access materials).

**Task 4 - Choosing the correct adjective (10 mins)**

- Ask the students to look at Task 4. Do the first sentence as an example, checking that the students are clear why *interesting* is the correct answer.
- Ask the students to complete the task on their own, and then collaborate with a partner to check their answers.
- Take feedback, asking students to explain why each answer is correct.

**Answers**

1. *interesting*
2. *bored*
3. *frightened*
4. *annoyed, interested*
5. *shocked, surprising*
6. *exciting*

**Task 5 – Speaking about likes/dislikes and giving reasons (15-20 mins)**

- Elicit the information provided in the grammar summary table. Create a table on the board with examples, highlighting the use of different verbs and adverbs.
- Drill adjectives students have difficulty with, e.g. focusing on the –ed ending in interested, bored, shocked.
- Use the table for a personalised drill. Call out a programme type and invite individual students to make a sentence using the language, such as the examples below:
  - *The news - The news is very interesting,*
  - *Documentaries - I'm really bored when I watch documentaries.*
  - *The film - He was quite shocked by violence in the film*
- Put the students in small groups of 3 or 4 and provide a set of programme type cards for each group. Tell the students to each take a turn of lifting up a card from the pile and asking another student in their group about it. Elicit some examples using the table.

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- *Maryam, what do you think of soaps? I don't really like them because they are really boring.*
- *Do you ever watch wildlife programmes, Abdul? Yes, I do. I am really interested in animals.*
- While students work together, monitor and note any difficulties the students have with the language. After content feedback, have a short correction slot focusing on the misuse of the adjectives.

**Differentiation**

- The task could be adapted as a mingling activity, with each student having a different type of programme on a card.
- If you feel the group is strong, as an alternative they could look at TV guides on the Internet to design an evening's TV viewing for their group. Feedback would focus on justifying their decisions based on the likes/dislikes of the group.

**Cooler (10 mins)**

- Put the students in groups and display the word cloud from the Appendix.
- Groups take turns to create a sentence using one of the adjectives. Tell the students the sentences do not have to be about television viewing. Score through each word as it is used and give points for good sentences. The group with the most points wins.

**Homework**

Students use the self-access material to consolidate learning. Ask the students to post a comment on the ESOL Nexus website once they have completed the tasks.

**Extension activities (follow up)**

Extension activities can be used in the next lesson or, if you have a break, in the second part of the lesson.

Here are some potential extension activities:

- Students write some sentences about their own TV viewing and then post to the ESOL Nexus website. They can use the original text to write a personalised text.
- Students conduct a class survey to find out how often they watch TV and the types of TV programmes they like. Students can be asked to create the survey questions.
- Students talk to each other about other things they do in their free time and why they like doing these things.

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Appendix

Cooler Word Cloud

