


**MODULE 3: The media**  
**Unit 8** **Television watching habits**

**Grammar**  
Reported speech: infinitives with to (above, like, prefer, tell, want);  
phrasal verbs with get: indefinite pronouns



**1** Discuss these questions after studying the Factfile given.

- Who in your family decides what you watch on TV?
- Are there any programmes you are not allowed to watch?
- Conduct the same survey with your classmates and compare your results with the information in the Factfile.

**2** You are going to hear interviews with these young people, answering questions about their television-watching habits.

- Before you listen, answer these questions yourself.
  - How many hours of television do you watch a day?
  - What times of the day do you watch television?
  - Who do you normally watch television with?
  - Do you watch videos and DVDs, as well as television programmes?
  - Who decides what you can watch on television?
- (p.1) Now listen and match the speakers with the questions they answer.

**3** (p.1) Listen again and answer these questions. Which speaker:

- doesn't think their parents' videos are very interesting?
- has to turn the TV off and go to bed if it's late?
- sometimes has to watch educational programmes?
- sometimes watches no TV for a week?
- watches 3-4 hours of TV a day during school holidays?

**Factfile**  
What do you do when a TV commercial comes on?  
Here are the results of a survey conducted in a particular area in 2008.

1 Channel-surf / change channel	41%	28%	Adults	Children
2 Talk with others in the room or on the phone	37%	22%	Adults	Children
3 Mentally tune out	10%	28%	Adults	Children
4 Pay attention to the commercials	2%	2%	Adults	Children

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## Television watching habits

### Television

#### Advantages

- It develops good habits.
- TV develops imagination.
- kids learn family values.
- TV enables them to become aware of the positive adult roles.
- Kids can learn new life skills.
- Television can be a teaching aid.
- They can be used as a revision tool
- It can visualize our lessons especially geography and science lessons.

#### Disadvantages

- TV can give false and negative messages.
- Kids might escape the real world.
- It can promote inactivity.
- TV causes unhealthy behavior.
- It wastes time.
- It might lead to health problems.

## The role of the Family

Monitor what their  
Child(ren) watch on

Not to use the TV as a  
baby setter.

Be a role model to their

Turn The TV off during mealtime and while  
doing homework.

Encourage their children to do other activities throughout the day and

**age-appropriate**  
suitable for a certain age

**Adj.**



# tune out

Ph. V.

to stop paying attention to something



# miss out on

Ph. V.

not get the chance to do or have something that one would enjoy or that would be good for one, esp. a chance that other people succeed in getting



# promote

v.

to encourage people to like, buy, use, do, or support something



# inactivity

idleness / immobility

n.





# provoke

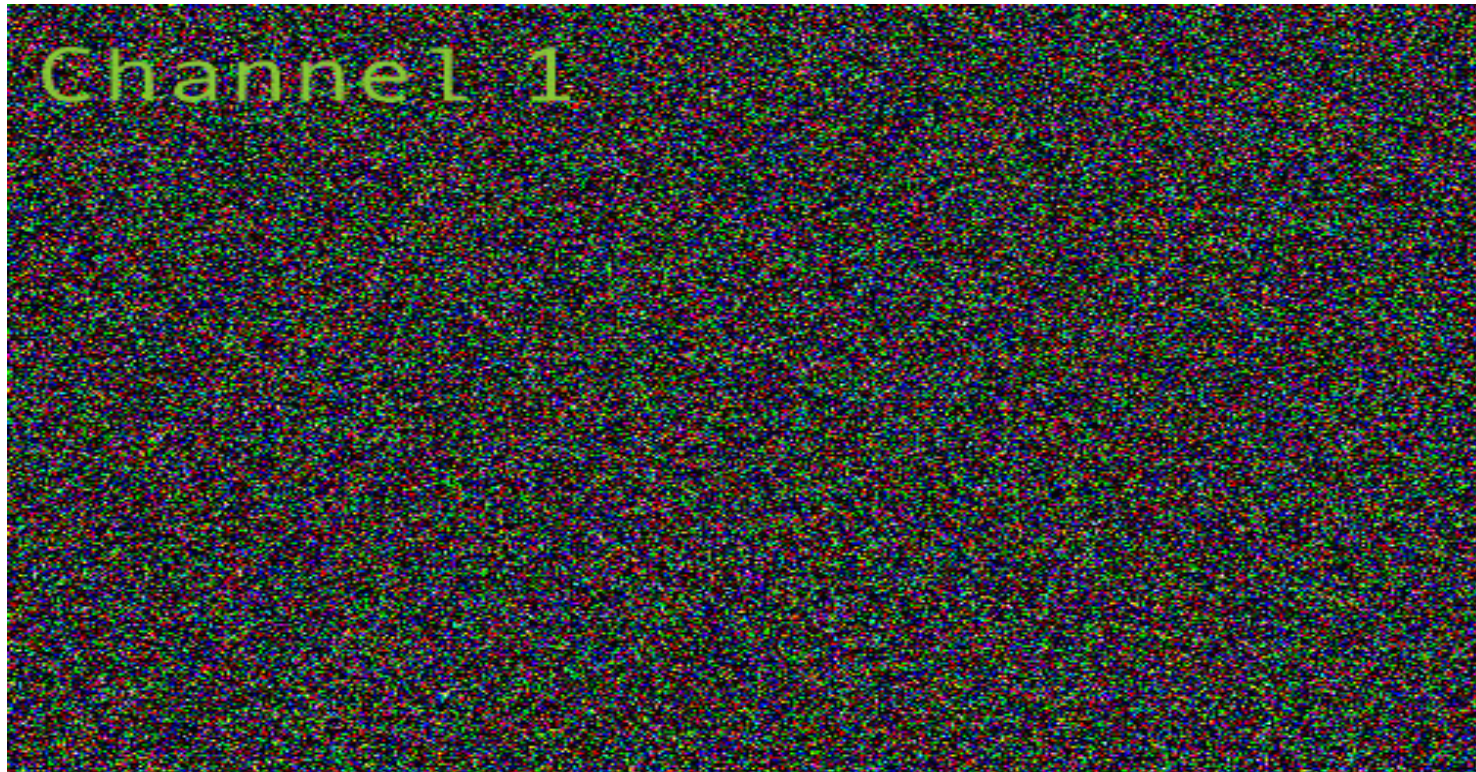
to cause a reaction, especially a negative one



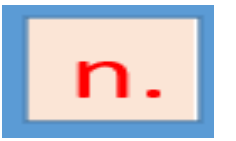
# channel-surf

v.

to change frequently from one television channel to another , using a remote control



# comedy



**a type of film, play, or book that is intentionally funny either in its characters or its action and makes one laugh**



# mentally

connected with or related to the mind



## Complete with words from the list :

Promote – mentally – age appropriate - comedy – inactivity – miss out on

1-Most computer games.....**inactivity**..... And make children out of shape.

2- Taking exercises develops our bodies both physically and **mentally**.....

3-The puzzle was intended to .....**promote**..... discussion.

4- There is a nice **comedy**.. film on TV this evening. Don't miss it.

5- TV is sometimes used to escape from reality and this can cause you to  
.....real world  
**miss out on**

# Television watching habits



## Factfile

- What do you do when a TV commercial comes on?  
Here are the results of a survey conducted in a particular area in 2008.

<b>1 Channel-surf / change channel</b>		
41%	39%	
Adults	Children	
<b>2 Talk with others in the room or on the phone</b>		
37%	25%	
Adults	Children	
<b>3 Mentally tune out</b>		
19%	28%	
Adults	Children	
<b>4 Pay attention to the commercials</b>		
3%	8%	
Adults	Children	

## Discuss



1 Discuss these questions after studying the Factfile given.

- a Who in your family decides what **you** watch on TV?
- b Are there any programmes you are not allowed to watch?
- c Conduct the same survey with your classmates and compare your results with the information in the Factfile.

## Listen



You are going to hear interviews with three young people, answering questions about their television-watching habits.

**a** Before you listen, answer these questions yourself.

**1** How many hours of television do you watch a day?

**2** What times of the day do you watch television?

**3** Who do you normally watch television with?

**4** Do you watch videos and DVDs as well as television programmes?

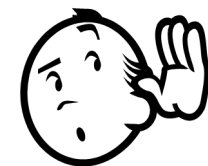
**5** Who decides what you can watch on television?

**b** (8.1) Now listen and match the speakers with the questions they answer.


**Speaker 1 : Questions 1 & 5**

**Speaker 2 : Questions 2 & 4**

**Speaker 3 : Questions 3 & 1**



## Check your understanding

 (8.1) Listen again and answer these questions. Which speaker:



a doesn't think their parents' videos are very interesting?

2

b has to turn the TV off and go to bed if it's late? .....

1

c sometimes has to watch educational programmes? .....

1

d sometimes watches no TV for a week? .....

3

e watches 3-4 hours of TV a day during school holidays? .....

3



## **If you were the head of a family, what rules would you put for the members to consume TV appropriately?**

- I would make family rules and stick to them.**
- I would set limits on TV viewing time.**
  - I would turn the TV off during mealtimes and while doing your homework.**

**TV is not selective in what it teaches. Give some unhealthy negative messages of TV.**

It promotes inactivity.

It wastes our time.

It promotes eating junk food.



**THANK YOU**

**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**

# U8 L2 SB P63

# Television Watching Habits

## Unit 8 Television watching habits

### Vocabulary

- 4 Match these words and phrases from the interviews with their meanings.
- |   |                   |       |   |  |
|---|-------------------|-------|---|--|
| a | it depends        | _____ | 1 | occasionally / sometimes                     |
| b | from time to time | _____ | 2 | I'd prefer                                   |
| c | comedy            | _____ | 3 | it is different in different situations      |
| d | I'd rather        | _____ | 4 | play, film or programme that makes you laugh |

### Read

- 5 Read the text about TV guidelines for teens. How can the negative effects of TV be avoided?

Day-to-day television watching has a considerable social impact on the life of teens. The average twelve to seventeen year-old watches about 23 hours of TV per week. You may know that TV has both good and bad effects. However, it is not always clear how to consume TV in a positive, creative way and how to protect yourself from its negative effects.

On the one hand, age-appropriate TV can encourage good behaviour by stimulating the mind. It allows you to think about your own life choices, and to develop good habits for the future. Thus, TV teaches you how to develop and use your imagination. It also teaches you about family values and pushes you to appreciate the role of your own family more. Moreover, young people can become aware of positive adult roles and imitate them by watching their behaviour on TV.

On the other hand, TV is not selective in what it teaches. Along with positive effects, it can give unhealthy, false or negative messages. TV is sometimes used to tune out or to escape from the real world. This can cause you to miss out on real-world experiences. Furthermore, TV promotes inactivity, which provokes an increased risk of obesity. It also causes unhealthy behaviour such as taking risks, and eating junk food. Too much viewing leaves you with little time for other activities and experiences.

Here are some guidelines to help you decide how to consume television appropriately and to avoid its negative effects:

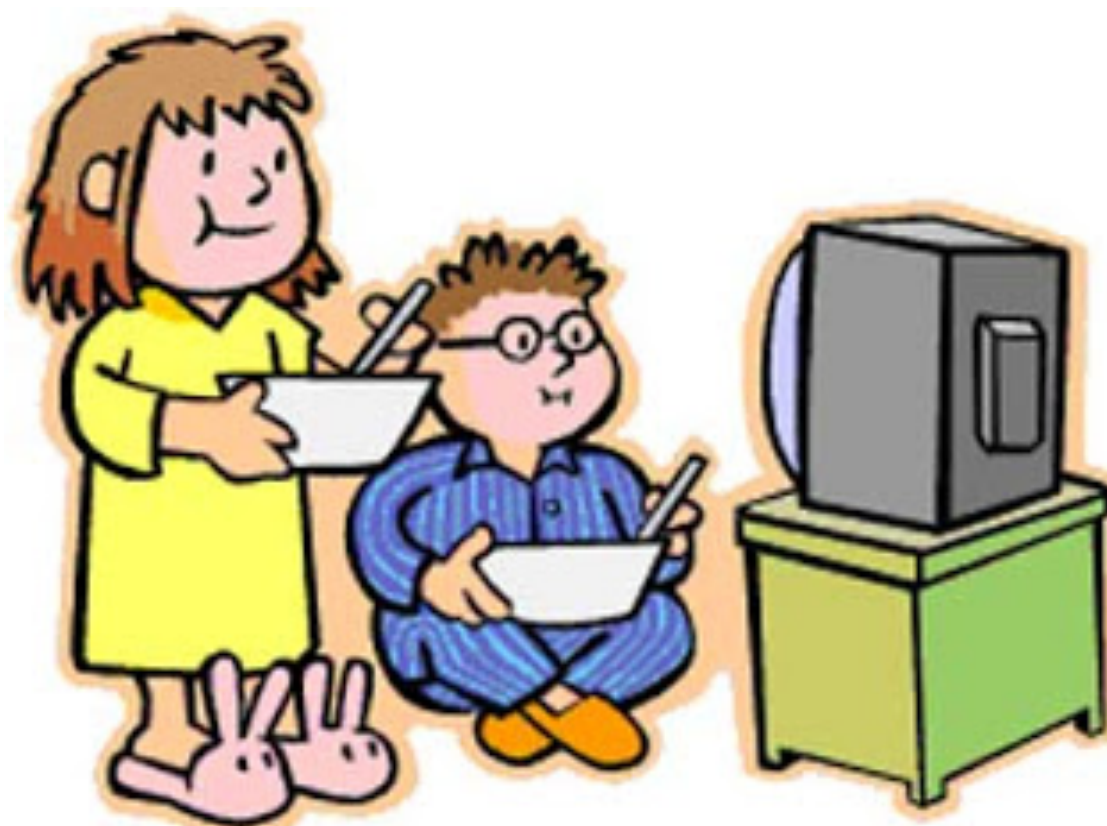
- Make family rules about TV and stick to them. Decide what you want to change about your current viewing habits.
- Set limits on TV viewing time (hours per day).
- Turn the TV off during mealtimes and while doing your homework. This will allow you to concentrate better and finish your homework earlier.
- Watch TV with family and friends and discuss issues seen on TV with them.
- Use books to learn more about topics that interest you on TV.

### Think and speak

- 6 Discuss these questions in small groups.
- Do you think you watch too much TV?
  - TV can be educational. Do you agree or disagree? Justify your answer.

**W**ords to remember  
age-appropriate,  
channel-surf, comedy,  
inactivity, mentally, miss  
out on, promote, provoke,  
tune out.

**Quote** "Television enables you to be entertained in your living room by people you wouldn't have in your home."  
David Frost



Watching television for a long time leads to .....

tune out

miss out in

provoke

inactivity

Parents should ..... many television channels which involve violence and racism.

tune out

provoke

miss out in

promote

I don't like watching ..... movies. I think they're so silly.

inactivity

comedy

factfile

promotion

The way he acts proves that he is ..... ill. He needs a special school.

cooperatively

nicely

adversely

mentally

**What impact does watching television have on the life of teens?**

**It can encourage good behaviour.**

**It can give unhealthy, or negative messages.**

**How can TV have positive effects on young people ?**

**It teaches them how to develop and use their imagination.**

**It teaches them about family values.**

**How can TV have negative effects on young people?**

**It helps to tune out or escape from the real world.**

**It promotes inactivity.**

**It causes unhealthy behaviours.**

**Listen to the interviews, and then match these words and phrases from the interviews with their meanings.**



- |                            |          |   |
|----------------------------|----------|---|
| <b>a</b> it depends        | <b>3</b> | <b>1</b> occasionally / sometimes                     |
| <b>b</b> from time to time | <b>1</b> | <b>2</b> I'd prefer                                   |
| <b>c</b> comedy            | <b>4</b> | <b>3</b> it is different in different situations      |
| <b>d</b> I'd rather        | <b>2</b> | <b>4</b> play, film or programme that makes you laugh |



Read the text about TV guidelines for teens. How can the negative effects of TV be avoided?


Day-to-day television watching has a considerable social impact on the life of teens. The average twelve to seventeen year-old watches about 23 hours of TV per week. You may know that TV has both good and bad effects. However, it is not always clear how to consume TV in a positive, creative way and how to protect yourself from its negative effects.

On the one hand, age-appropriate TV can encourage good behaviour by stimulating the mind. It allows you to think about your own life choices, and to develop good habits for the future. Thus, TV teaches you how to develop and use your imagination. It also teaches you about family values and pushes you to appreciate the role of your own family more. Moreover, young people can become aware of positive adult roles and imitate them by watching their behaviour on TV.

On the other hand, TV is not selective in what it teaches. Along with positive effects, it can give unhealthy, false or negative messages. TV is sometimes used to tune out or to escape from the real world. This can cause you to miss out on real-world experiences. Furthermore, TV promotes inactivity, which provokes an increased risk of obesity. It also causes unhealthy behaviour such as taking risks, and eating junk food. Too much viewing leaves you with little time for other activities and experiences.

Here are some guidelines to help you decide how to consume television appropriately and to avoid its negative effects:

- 20 ● Make family rules about TV and stick to them. Decide what you want to change about your current viewing habits.
- Set limits on TV viewing time (hours per day).
- Turn the TV off during mealtimes and while doing your homework. This will allow you to concentrate better and finish your homework earlier.
- 25 ● Watch TV with family and friends and discuss issues seen on TV with them.
- Use books to learn more about topics that interest you on TV.



Read the text about TV guidelines for teens. How can the negative effects of TV be avoided?

**Make family rules about TV and stick to them. Decide what you want to change about your current viewing habits.**

**Turn TV off during mealtime, and while doing your homework. This will allow you to concentrate more and finish earlier.**

**Watch TV with family and friends and discuss issues seen on TV with them.**

**Set limits on TV viewing time (hours per day).**



## Think and speak



Discuss these questions in small groups.

- a Do you think you watch too much TV?
- b TV can be educational. Do you agree or disagree?  
Justify your answer.

Yes, TV can be educational as we can use it in preparing and presenting educational programs in different school subjects.. We can teach our children a lot while they are watching TV programs.

TV can stimulate the mind and develop good habits for the future. It can encourage children's imagination and teach them about family values.

# What are the good and bad effects of watching TV?

## Good effects

- a- It develops our imagination
- b- It encourages good behaviour

## Bad effects

- a- It promotes inactivity
- b- It causes unhealthy behaviour

### Quote

“Television enables you to be entertained in your living room by people you wouldn’t have in your home.”

David Frost



**THANK YOU**

**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**



## U8 L3 WB P54 Asynchronous 2

8

MODULE 3: The media

### Television watching habits

**K**ey words

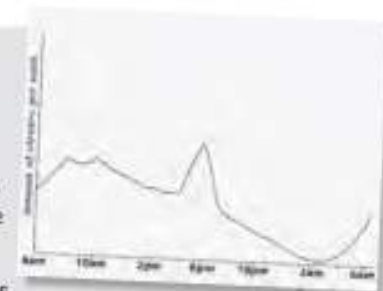
accuracy, core programming, fractional, on average, primarily, prime time, staggering, teaching aid, visualise

Reading

Read this article about educational television programmes written by a 17-year-old student and answer the following questions.

#### Educational television programmes

The article indicates that, on average, children spend three hours a day watching television. I was staggered at first, after a conversation with my fellow classmates I realised the



...that broadcast television stations have to serve the educational needs of children when scheduling their programming, including specifically designed programmes that can be used both inside and outside the classroom.

...we watch television programmes two or three times a week at my school. Television can be a valuable teaching aid, especially when we are studying different cultures or languages. For example, a geography lesson on Sri Lanka can be greatly enhanced by viewing a documentary about the country and its customs. Every week in one of our French lessons, we watch a programme about a family who lives in Paris. Primarily, this helps us practise listening to spoken French. However, I also feel it helps me relate to my studies more, and improves my concentration.

Pre-recorded programmes are also commonly used in maths and science lessons. The teachers themselves record them late at night, as educational programmes are rarely shown at prime time. The teacher makes sure the maths and science shows do not contain any new lessons, and are instead used as a revision tool. This helps us visualise what we have been learning; for example, I found it much easier to understand fractional distillation after I had seen the process on video.

I definitely feel that the programmes we are shown at school have a greater educational value than most children's programmes. Although they are fun, we don't learn much from them. Public broadcasters should be injecting more

# on average

normally; usually

exp.



# staggering

Adj.

very shocking and astonishing



# accuracy

n.

the quality or state of being correct



# teaching aid

n.

material or equipment used in teaching





**primarily**

adv.

**for the most part, mainly**

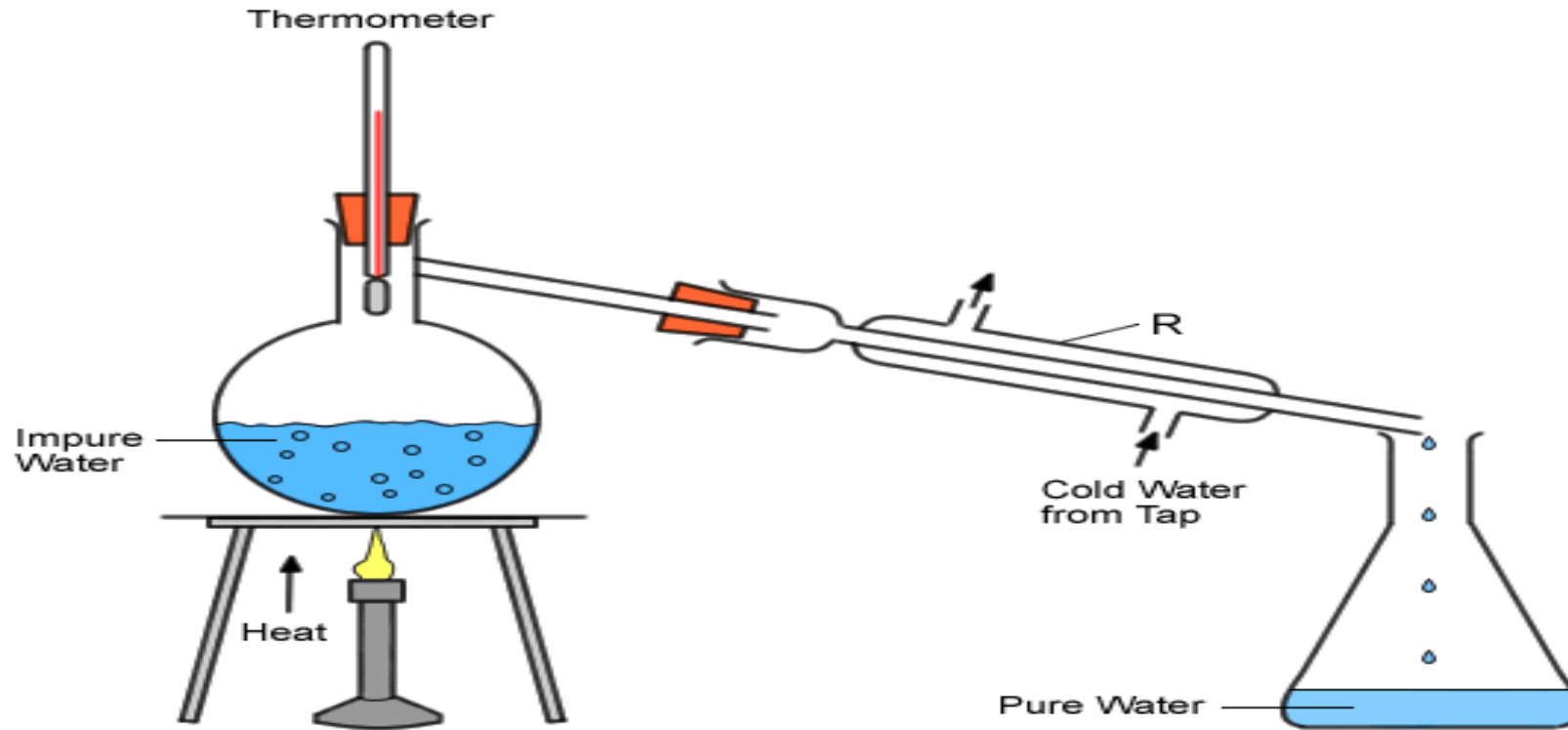
**Mainly**



# fractional

Adj.

relating to the separation of components of a mixture



# visualise

v.

to imagine



OBSERVATION  
/ NOTE

# core programming

n.

the central or most important programme



# prime time

n.

**the time at which a television or radio audience is expected to be the greatest**



## Complete with words from the list :

Teaching aid – visualise - primarily – staggering – accuracy

1- Cotton is .....**primarily**..... grown in Africa in summer.

2- The results of the exam have been quite **staggering** .....

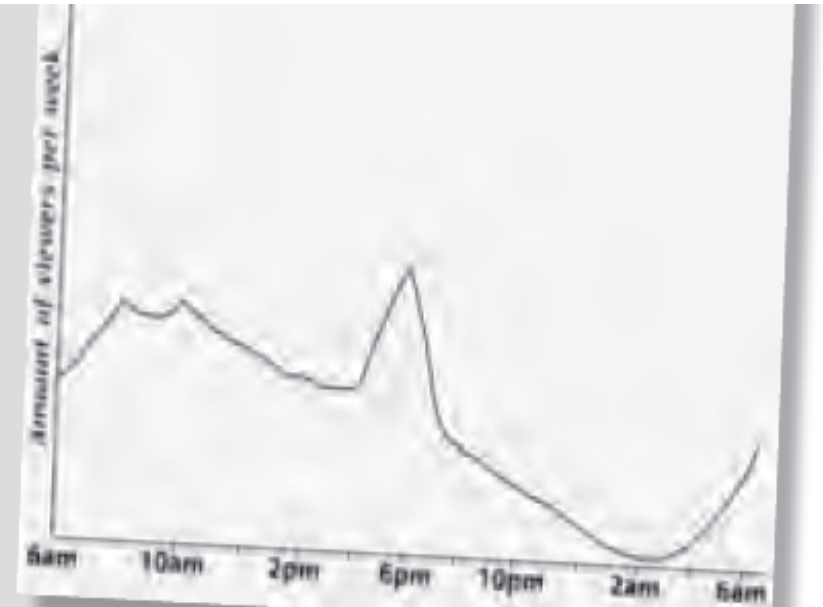
3- I think some TV programs can be used as a **teaching-aid**..... for children .

4-The computer will calculate your position with pinpoint.....**accuracy**

- 1 Read this article about educational television programmes written by a 17-year-old student and answer the following questions.

### Educational television programmes

Recent data indicates that, on average, children spend approximately three hours a day watching television. Although this figure may seem staggering at first, after a quick survey amongst my fellow classmates I realised the accuracy of this statistic.



In view of this, I believe that broadcast television stations have a responsibility to serve the educational needs of children when scheduling their core programming, including specifically designed programmes that can be viewed both in and outside the classroom.

<sup>10</sup> On average, we watch television programmes two or three times a week at my school. Television can be a valuable teaching aid, especially when we are studying other cultures or languages. For example, a geography lesson on Sri Lanka can be greatly enhanced by viewing a documentary about the country and its customs. Every week in one of our French lessons, we watch a programme about a family  
<sup>15</sup> who lives in Paris. Primarily, this helps us practise listening to spoken French. However, I also feel it helps me relate to my studies more, and improves my concentration.

Pre-recorded programmes are also commonly used in maths and science lessons. The teachers themselves record them late at night, as educational programmes  
<sup>20</sup> are rarely shown at prime time. The teacher makes sure the maths and science shows do not contain any new lessons, and are instead used as a revision tool. This helps us visualise what we have been learning; for example, I found it much easier to understand fractional distillation after I had seen the process on video.

<sup>25</sup> I definitely feel that the programmes we are shown at school have a greater educational value than most children's programmes. Although they are fun, we don't learn much from them. Public broadcasters should be injecting more education into children's entertainment, especially during after-school hours, when the majority of viewers are students.



**2** Read the article again and answer the questions.

a What does the student describe as 'staggering'? Why?

**The figure. Because it is astonishing.**

b Why is television described as a 'teaching aid'?

**It helps students to learn more about cultures and languages**

c Why do you think educational programmes are used as a revision tool in maths and science lessons?

**Because they help students visualize what they had been learning.**

d From the student's point of view, what is wrong with children's TV programmes?

**..... We don't learn much from them .....**

e What is the moral message of this text?

**We should make use of TV. TV can be an educational tool.**

**3** Refer to the article to answer the following questions.

a Which of the following words are not used as an adjective?

- 1 educational      2 television      3 primary      4 after-school

b Which of the following words are not used as a verb?

- 1 inject      2 visualise      3 core      4 relate

c What does the writer mean when he uses the word 'figure'?

- 1 an amount of money  
2 a numerical symbol  
3 a number that gives statistical information

d What does the writer mean by 'prime time'?

- 1 the time at which television audiences are the largest  
2 the time when commercials are usually shown  
3 the time when broadcasters discuss their programming

4 Fill in the table below with the writer's attitude towards each of the television programmes.

Programme	Writer's Attitude
Geography programmes	<b>Give students information about cultures</b>
Maths and science programmes	<b>Revise things already taught</b>
<b>A program about a family living in Paris</b>	Helpful to practise the language
Educational programmes	<b>Teach you in a different way</b>
Children's programmes	<b>One doesn't learn much from them</b>

## Over to you

- 5 Study the chart on page 54. Discuss. Then write a paragraph summarising the extent to which it shows the importance of educational programmes on television.

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**THANK YOU**

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**Hawalli Educational District**

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# U8 L4 SB P64

## Grammar

• Reported speech: infinitive with to [advise, like, prefer, tell, want] Grammar reference page 131

- 1 Underline the verbs in these extracts a–f.
- Occasionally my parents want me to watch educational programmes.
  - They tell me to turn off the TV and go to bed.
  - From time to time they advise me to stop watching a particular programme.
  - And of course, they prefer me not to watch rubbish.
  - Sometimes my parents like us to watch programmes with them.
  - My father warned me not to watch too much TV.
- 2 Discuss these questions with a partner.
- What follows the first verb in each extract? What are the next three words?
  - How are extracts 1d and 1f different from the others?
- 3 What is the difference in meaning between these pairs of sentences?
- I prefer not to watch rubbish. \_\_\_\_\_  
They prefer me not to watch rubbish. \_\_\_\_\_
  - I want to watch educational programmes. \_\_\_\_\_  
My parents want me to watch educational programmes. \_\_\_\_\_

- 4 What are the people saying? Follow the example.
- Omar tell / me: Omar told me to tune in to Channel 15. \_\_\_\_\_
  - His mother ask / Mohammed: \_\_\_\_\_
  - Bouhira advise / her friend: \_\_\_\_\_

Tune in to Channel 15, please.



Could you find out about the TV programmes at 10 o'clock?



If I were you, I'd listen to the news on the radio.



- 5 Write more sentences following the same pattern.
- "Turn the television off and do your homework." (Jaber's father / tell / him)  
Jaber's father told him to turn the television off and do his homework. \_\_\_\_\_
  - "If I were you, I'd record the programme and watch it later." (Jumana / advise / me)  
\_\_\_\_\_
  - "Please watch the film with me." (Shakba's mother / ask / her)  
\_\_\_\_\_
  - "Don't touch the DVD player." (Shakba's mother / warn / her)  
\_\_\_\_\_

## Write and speak

- 6 Discuss these questions.
- What TV programmes would you advise visitors to Kuwait to watch?
  - What programmes would you advise young children to watch?



**Write what you would say in the following situations:**

**1. Your friend has lost his job because of his carelessness.**

---

**2. Your brother wastes a lot of money. Persuade him to save some for the future.**

---

**3. Your little sister apologizes for making noise while you are asleep.**

---

**4. Your young brother comes home late at night, which makes you angry.**

---

# get behind with

Ph. V.

to not make as much progress as others





# get down to

Ph. V.

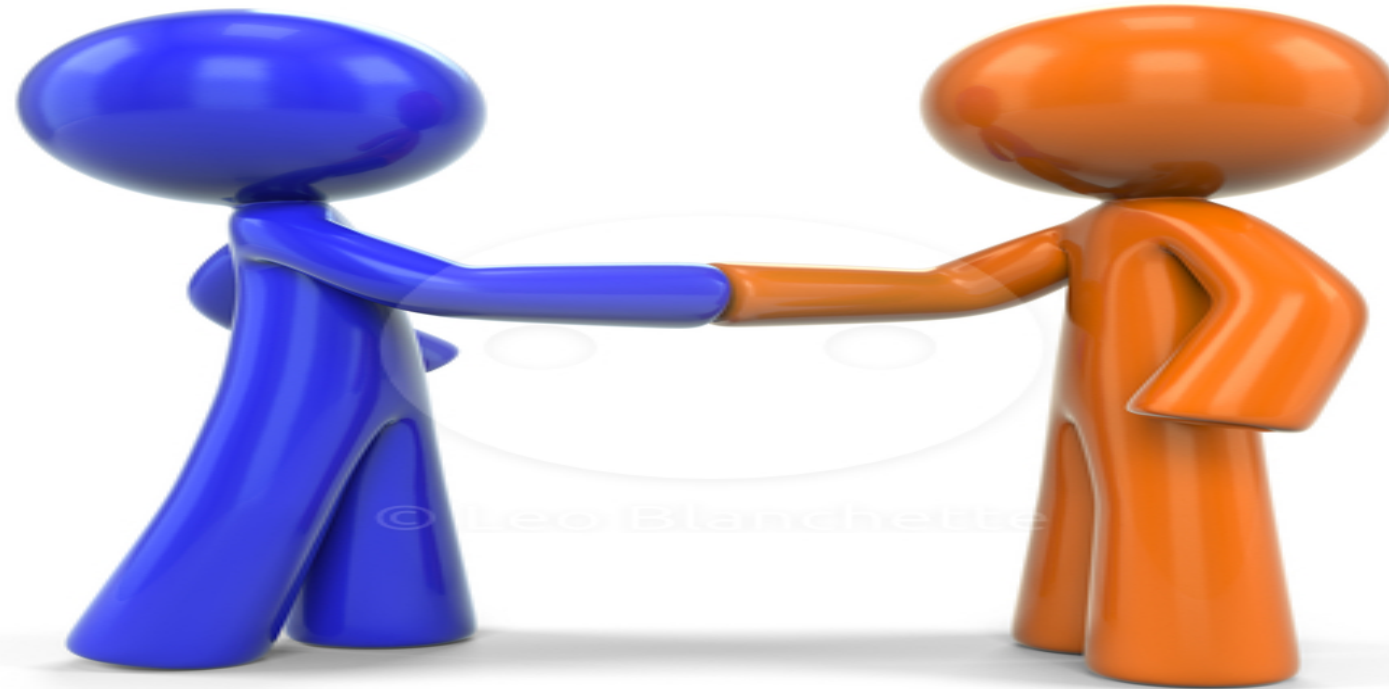
# to start doing something seriously



# get on

**Ph. V.**

**to have a good relationship with someone**



# get over

**Ph. V.**

## to recover or get better



# get through

**Ph. V.**

**to manage or contact someone**



# occasionally

sometimes; for time to time



# record

v.

**to set down in writing or some other permanent form for later reference , esp. officially**



# tune in

**Ph. V.**

**to listen to or watch a particular television or radio programme**



Reported speech: infinitive with *to* [*advise, like, prefer, tell, want*]  
Grammar reference page 131.

## Grammar assistant

### Reported Speech

To report what someone said:

- When you want to tell, ask, advise ... etc.  
someone to do something, use one of these  
verbs (*advise, like, prefer, tell* or *want*) with a  
noun / pronoun + *to* + base form of the verb.  
*I asked him to get the groceries.*



1 Underline the verbs in these extracts a-f.

a Occasionally my parents want me to watch educational programmes.

b They tell me to turn off the TV and go to bed.

c From time to time they advise me to stop watching a particular programme.

d And of course, they prefer me not to watch rubbish.

e Sometimes my parents like us to watch programmes with them.

f My father warned me not to watch too much TV.

2 Discuss these questions with a partner.

a What follows the first verb in each extract? What are the next three words?

b How are extracts 1d and 1f different from the others?

**a- pronoun (e.g. me, us) + infinitive with *to* + noun**

**b-They are negative**

3 What is the difference in meaning between these pairs of sentences?

a I prefer not to watch rubbish. ....

They prefer me not to watch rubbish. ....

b I want to watch educational programmes. ....

My parents want me to watch educational programmes. ....

**In both pairs of sentences, the first one describes the speakers' own opinions, the second one describes what other people think and includes subject and object pronouns.**

## 4 What are the people saying? Follow the example.

a Omar tell / me: Omar told me to tune in to Channel 15.

b His mother ask / Mohammed - His mother asked him to find out about the TV programmes at 10 o'clock.

c Boushra advise / her friend ----- Boushra advised her friend to listen to the news on the radio.

Tune in to Channel 15, please.



Could you find out about the TV programmes at 10 o'clock?



If I were you, I'd listen to the news on the radio.



**5** Write more sentences following the same pattern.

**a** 'Turn the television off and do your homework.' (Jaber's father / tell / him)

Jaber's father told him to turn the television off and do his homework.

**b** 'If I were you, I'd record the programme and watch it later.' (Jumana / advise / me)

**Jumana advised me to record the programme and watch it later.**

**c** 'Please watch the film with me.' (Shaikha's mother / ask / her)

**Shaikha's mother asked her to watch the film with her.**

**d** 'Don't touch the DVD player.' (Shaikha's mother / warn / her)

**Shaikha's mother warned her not to touch the DVD player.**

## Think and speak

6 Discuss these questions.

- a What TV programmes would you advise visitors to Kuwait to watch?
- b What programmes would you advise young children to watch?

**What's wrong with children's TV programmes?**

**How has the Internet affected the way we consume radio and TV?**

**“Radio is the theatre of mind.” How far do you agree with this statement?**



**THANK YOU**

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**Choose the right answer from a, b, c and d :**

1- I advised him ..... **a- to go** ..... to bed earlier.

- a- to go**                      **b- to goes**                      **c- to going**                      **d- to be gone**

2- He prefers me ..... **b- to do** ..... do my homework before I watch TV.

- a- to doing**                      **b- to do**                      **c- to does**                      **d- to did**

3- I warned him..... **b- not to** ..... waste his time.

- a- to**                      **b- not to**                      **c- to not**                      **d- not too**

## Report the following sentences:

1-“Can you change the channel, please?”

My brother asked me ..... **to change the channel.**.....

2-“Never stay up late.”

Our best friend advised us... **not to stay up late.**.....

**3-** Turn up the volume.

He asked his father ..... **to turn up the volume.**.....

4- Watch this film with me.

He asked Hani ..... **to watch that film with him.**.....

# Phrasal verbs with get

Get behind with	يتخلف عن	Get over	يتحسن صحيا
Get down to	يبدأ بعمل شيء	Get through	يحاول الاتصال بـ
Get on	جيدة مع على علاقة	Get up	يستيقظ

# Vocabulary

## Phrasal verbs with *get*

1 There are many phrasal verbs with *get* in English.

a Match the verbs underlined in these sentences with the correct meanings A–F below. You may use the glossary / dictionary for help.

- 1 I have to get up early to go to school. ----- **B**
- 2 My father and his colleagues get on very well. ----- **F**
- 3 I've had a bad cold, but I'm getting over it now. ----- **E**
- 4 We have an exam in three weeks - I should get down to revising. ----- **A**
- 5 I tried to phone you yesterday but I couldn't get through. ----- **D**
- 6 Naser got behind with his work because he was off school for a month. ----- **C**

- A** start doing something seriously
- B** get out of bed
- C** do not make as much progress as others
- D** manage to contact someone
- E** recover
- F** have a good relationship with someone



**b** Discuss these questions in pairs.

- 1** How well do you get on with strangers when you first meet them?
- 2** How easy do you find it to get down to revising for tests or exams?
- 3** What do you do if you can't get through to someone on the phone?
- 4** What time do you usually get up on schooldays? And during holidays?
- 5** What advice would you give to someone who got behind with their school work?

# Choose the right option:

1- I have to d- get up early to go to school.

a- get down to                      b- get over                      c- get through                      d- get up

2- We have an exam this week, I should a- get down to revising.

a- get down to                      b- get over                      c- get through                      d- get up

3- My father and his colleagues b- get on very well.

a- get down to                      b- get on                      c- get through                      d- get up

4- I've had a bad cold, but I'm b- getting over it now.

a- getting down to                      b- getting over                      c- getting through                      d- getting up

5- I tried to phone you yesterday but I couldn't c- get through

a- get down to                      b- get on                      c- get through                      d- get up

# Indefinite pronouns



	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

Positive/Offers  
requests

negative  
questions

negative  
meaning

**Using also** Indefinite pronouns Grammar reference page 131

**2** *Else* means 'other' and is often used with words like *something*, *everybody* or *nowhere*.  
Complete these sentences with a word from the list and *else*.

somebody   nobody   everybody   anybody   something   nothing   everything  
anything   somewhere   nowhere   everywhere   anywhere

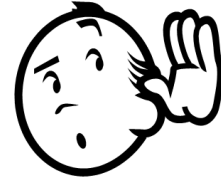
- a I'm not enjoying this programme. Can we watch something else ?
- b I'm still hungry. Can I have anything else to eat?
- c We're the last ones to leave. Everybody else has already gone home.
- d We can't stay here tonight. We'll have to go somewhere else
- e I can't understand why nobody else watches the news on TV. I find it very interesting.



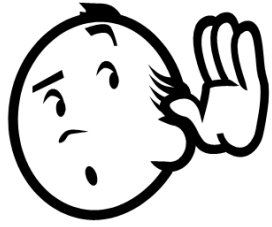


## Pronunciation

### How many words?



- 3** (8.2) It is sometimes difficult to hear short words which are unstressed.
- Listen to five sentences and write down what you hear.
  - Compare what you have written with another student's answers.



(8.2) Listen and repeat the sentences.

- a. Have you got satellite television?**
- b. I'd prefer you to watch a DVD if you don't mind.**
- c. Can you turn the telly off, please?**
- d. There's very little on TV at the moment**
- e. I've only got a small TV.**



# INDEFINITE PRONOUNS

COMPLETE THE SENTENCES WITH :

SOMEBODY, ANYBODY, NOBODY  
SOMETHING, ANYTHING, NOTHING  
SOMEWHERE, ANYWHERE, NOWHERE

- 1.- ..... lives here. There is no light and no water.
- 2.-Where would you like to go? .....
- 3.-They need ..... to love. They are very lonely.
- 4.-Would you like ..... to clean your hands?
- 5.- Is there ..... at home?
- 6.-Can I have ..... for lunch? Yes, of course.
- 7.-There isn't ..... to park here. Let's find ..... else.
- 8.-She spent her holiday ..... near the mountains.
- 9.-Please, don't' forget ..... at home.





**THANK YOU**

**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**

4 What were the speakers' words?

- a Faisal's father advised him to play sports instead of watching it on TV.  
"You should play sports instead of watching it on TV."
- b The teacher told the class to watch TV programmes about the environment.
- c Dalia asked her brother to record the programme for her.
- d The doctor advised me not to watch television in the dark.
- e Scientists asked parents to make sure they know what programmes their children are watching.
- f Scientists told parents to sit and watch programmes with very young children.
- g An Internet article advised us to plan our TV viewing in advance.
- h Samira's grandmother asked her to turn on the subtitles because she has poor hearing.

5 Match these statements with their responses.

- a Do you have the remote control?.....
- b Anything good on?.....
- c Could you mute the volume for a second?.....
- d Are there any subtitles?.....
- e Is this a repeat?.....
- f I want to watch the news in half an hour?.....
- g Have you seen this advert?.....

- 1 There are in English, but not in Arabic.
- 2 Ok, but it clashes with the end of this show.
- 3 Hang on, I'm just watching this advert.
- 4 Yes, I think it's really clever.
- 5 There's a decent film starting soon.
- 6 No, Dad does.
- 7 No, it's a new series.

6 Complete the conversation with the correct word.

- Ahmed** Has (1) *anybody / somebody* seen the remote control for the television? I've looked in this room, but I can't find it
- Omar** And I've looked (2) *anywhere / somewhere*.
- Bader** Maybe (4) *anybody / somebody* else has borrowed it and hasn't brought it back. Did you lend it to (5) *anybody / anything*?
- Ahmed** No, I'm sure I didn't.
- Omar** Has (6) *anybody / somebody* else been in this room today?
- Ahmed** No, (7) *anybody / nobody* else has been in today.
- Omar** Did you go (8) *anywhere / somewhere* else?
- Ahmed** No, I've been here all the time.

Self-assessment



# Get Grammar!



Language practice

1 Complete sentences a-f with one of these phrasal verbs:

- get behind with    get down to    get on  
get over    get through    get up
- a I think there's something wrong with my phone. People say they've tried to phone me but couldn't .....
  - b If you don't do your homework, you will ..... your work.
  - c All the students in my class ..... very well.
  - d It takes old people a long time to ..... colds and flu.
  - e We enjoyed a relaxing holiday, but now it's time to ..... work again.
  - f I don't need much sleep, so it's easy for me to ..... early.

Grammar exercises

**Reported Speech**  
To report what someone said.  
• When you want to tell, ask, advise ... etc. someone to do something, use one of these verbs (advise, like, prefer, tell or warn) with a noun / pronoun + to + base form of the verb.  
*I asked him to get the groceries.*

2 Put the following sentences into indirect speech using the verbs in parentheses.

- a 'Can you change the channel, please?' (ask)  
*He asked him to change the channel.*
- b 'Can you please turn up the volume for me?' (ask)
- c 'Rewind the video for me.' (tell)
- d 'Watch more educational programmes.' (Teachers / advise / their students)  
*Teachers advised their students to watch more educational programmes.*
- e 'Don't watch television for more than two hours a day.' (Parents / tell / their children)
- f 'Ask me if you don't understand something.' (The teacher / tell / the students)
- g 'Show me your homework.' (Parents / ask / their children)
- h 'Tell the class what you learned from the TV programme.' (Teachers / ask / students)
- i 'Make notes while you are watching this programme.' (The teacher / advise / his students)
- j 'Rewrite your notes at home so they're easier to revise from.' (Student / advise / another student)

# U8 L6 WB P56&57

## Phrasal verbs with “ get ”

Get behind with	<b>not do as much progress as others</b>	Get over	<b>recover</b>
Get down to	<b>start doing something</b>	Get through	<b>manage to contact</b>
Get on	<b>have good relation</b>	Get up	<b>get out of bed</b>
<b>Get in</b>	<b>come home</b>	<b>Get out of</b>	<b>escape from</b>

# From a , b , c and d choose the correct answer :

1- A: Together we can get..... our problems easily.

B: That 's true .

a) behind

b) through

c) over

d) on

2- A: If you don't do your homework regularly , you'll get ..... your study.

B: I always do my homework regularly.

a) behind with

b) through

c) over

d) down

3- A: I usually get ..... late in the weekends.

B: Me too.

a) on

b) over

c) up

d) through

4- A: We relaxed in the break, but now it's time to get ..... the main job.  
B: I think you are right .

- a) behind      b) through      c) over      **d) down to**

5- A: I'm trying to phone my friend but I couldn't get .....  
B: I think there's something wrong with your phone .

- a) over      **b) through**      c) behind      d) down to

6- A: They are a typical couple. They get .....very well .  
B: Good news!

- a) behind      b) through      c) over      **d) on**



## Language practice

- 1 Complete sentences a–f with one of these phrasal verbs.

get behind with    get down to    get on  
get over    get through    get up

- a** I think there's something wrong with my phone. People say they've tried to phone me but couldn't .....
- b** If you don't do your homework, you will ..... your work.
- c** All the students in my class ..... very well.
- d** It takes old people a long time to ..... colds and flu.
- e** We enjoyed a relaxing holiday, but now it's time to ..... work again.
- f** I don't need much sleep, so it's easy for me to ..... early.

a– get through

b– get behind with

c– get on

d– get over

e– get down to

f– get up

**2** Put the following sentences into indirect speech using the verbs in parentheses.

**a** 'Can you change the channel, please?'  
(ask)

He asked him to change the channel.

**b** 'Can you please turn up the volume for me?' (ask)

He asked him to turn up the volume for him .

**c** 'Rewind the video for me.' (tell)

He told him to rewind the volume for him.

**d** 'Hani! Watch this film with me; it's really good!' (ask)

He asked Hani to watch that film with him.

**e** 'Can you look for the remote control?'  
(want)

He wanted him to look for the remote control .

**3** Make sentences using the words in parentheses.

**a** 'Watch more educational programmes.'  
(Teachers / advise / their students)

~~Teachers advised their students to watch more educational programmes.~~

**b** 'Don't watch television for more than two hours a day.'  
(Parents / tell / their children)

Parents told their children not to watch television.....

**c** 'Ask me if you don't understand something.'  
(The teacher / tell / the students)

The teacher told students to ask him if they don't understand anything.

**d** 'Show me your homework.'  
(Parents / ask / their children)

Parents asked their children to show them their homework.

**e** 'Tell the class what you learned from the TV programme.'  
(Teachers / ask / students)

Teachers asked students to tell the class what they learned.....

**f** 'Make notes while you are watching this programme.'  
(The teacher / advise / his students)

The teacher advised his students to make notes while they are....

**g** Rewrite your notes at home so they're easier to revise from.  
(Student / advise / another student)

A student advised another student to rewrite his notes at home so they were easier .....

#### 4 What were the speakers' words?

a Faisal's father advised him to play sports instead of watching it on TV.

"You should play sports instead of watching it on TV."

b The teacher told the class to watch TV programmes about the environment.

**" Watch TV programmes about the environment."**

c Dalia asked her brother to record the programme for her.

**" Please, record the programme for me ."**

d The doctor advised me not to watch television in the dark.

**" Don't watch television in the dark"**

e Scientists asked parents to make sure they know what programmes their children are watching.

**" Make sure you know what programmes your children are watching."**

f Scientists told parents to sit and watch programmes with very young children.

**" Sit and watch TV with very young children."**

g An Internet article advised us to plan our TV viewing in advance.

**" Plan your TV viewing in advance"**

h Samira's grandmother asked her to turn on the subtitles because she has poor hearing.

**" Turn on the subtitles because I have poor hearing."**

**5** Match these statements with their responses.

- a Do you have the remote control?..... **6**
- b Anything good on?..... **5**
- c Could you mute the volume for a second?..... **3**
- d Are there any subtitles?..... **1**
- e Is this a repeat?..... **7**
- f I want to watch the news in half an hour?..... **2**
- g Have you seen this advert?..... **4**

- 1 There are in English, but not in Arabic.
- 2 Ok, but it clashes with the end of this show.
- 3 Hang on, I'm just watching this advert.
- 4 Yes, I think it's really clever.
- 5 There's a decent film starting soon.
- 6 No, Dad does.
- 7 No, it's a new series.

6

Complete the conversation with the correct word.

- Ahmed** Has (1) *anybody* / *somebody* seen the remote control for the television? I've looked in this room, but I can't find it (2) *anywhere* / *somewhere*.
- Omar** And I've looked (3) *anywhere* / *everywhere* else for it.
- Bader** Maybe (4) *anybody* / *somebody* else has borrowed it and hasn't brought it back. Did you lend it to (5) *anybody* / *anything*?
- Ahmed** No, I'm sure I didn't.
- Omar** Has (6) *anybody* / *somebody* else been in this room today?
- Ahmed** No, (7) *anybody* / *nobody* else has been in today.
- Omar** Did you go (8) *anywhere* / *somewhere* else?
- Ahmed** No, I've been here all the time.

Self-assessment

## What you would say in the following situations:

**1)- Some of your classmates are spoiling the school walls with paints.**

You shouldn't do that. Our school is just like our homes.

**2)-your brother asks you about your opinion of the children suffering in Africa.**

I think that rich countries should participate in solving their problem.

**3)- Your teacher wants to know why you have failed in the exam.**

Sorry. I did not study well. I was sick.



**THANK YOU**

**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**



**Reading**

Read the TV schedule below and answer the questions.

Channel 1	Channel 2	Channel 3
<p><b>5.00 p.m. – Sport</b> <b>Live Football</b> Kuwait vs. Japan Our sports team presents this season's first Asian Cup match live from Tokyo.</p> 	<p><b>5.00 p.m. – Folk Music</b> <b>Al Samri</b> This evening we explore the history of this favourite piece of folk music which dates back a long time ago.</p> <p><b>7.00 p.m. – History</b> <b>Architecture Today</b> Tonight's programme visits The National Assembly Building with its distinctive canopy, which was having been designed to evoke traditional tents.</p> <p><b>8.00 p.m. – Film</b> <b>The Big Land</b> Newcomers to a small town become mixed up in an argument among residents.</p> <p><b>9.00 p.m. – Sport</b> <b>World Equestrian Championship</b> The final of this year's event is from Kuwait. This will be exciting!</p> 	<p><b>5.00 p.m. – Film</b> <b>Someone's Watching</b> An elderly detective has the job of protecting the witness to a crime. This exciting thriller features Kuwait's most famous film stars.</p> <p><b>7.00 p.m. – Nature</b> <b>The World of Nature</b> A father and son set out to cross a remote strip of the Kuwaiti desert. As they make their way across, they meet animals that inhabit the area.</p> <p><b>8.00 p.m. – Drama</b> <b>Hospital Ward</b> Dr Nadia has to decide the best way to treat a child who has lost his memory. You'll find this surprising.</p> 
<p><b>7.00 p.m. – News</b> <b>Main Evening News</b> A summary of the day's main stories from Channel 1 reporters at home and abroad.</p> <p><b>8.00 p.m. – Drama</b> <b>Courtroom</b> Will the prosecution find enough evidence to convict the suspect?</p> 	<p><b>9.00 p.m. – History</b> <b>Living History</b> Tonight we look back to the birth of the modern State of Kuwait and hear from people who remember the event. Some very interesting facts.</p>	<p><b>9.00 p.m. – News</b> <b>Tonight at Nine</b> Catch up with today's national and international news with the Channel 3 news team.</p>

- Why do you think the football match is on at 5.00 p.m.?
- Compare the programmes on at 7.00 p.m. on the three channels. Why do you think they are so different from each other?
- Do you think there is enough variety in this schedule, or is there too much of one type of programme? Explain.
- Are the programmes on at 8.00 p.m. on the three channels factual or fictional? Why do you think this type of programme is shown at 8.00 p.m.?

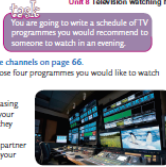


# U8 L7&8 SB P66 &67

**Unit 8 Television watching habits**

**1. A television schedule**

- Study the television schedule for the three channels on page 66.
  - Read the programme previews and choose four programmes you would like to watch between 5.00 p.m. and 10.00 p.m.
  - Choose a partner. Predict which four programmes they might have chosen, basing your prediction on how well you know your partner (what they like, what activities they practice...).
  - Compare your choice with that of your partner and tell each other why you have made your particular choice of programmes.
- Plan your ideal evening's television schedule.
  - Write a list of three or four of your favourite programmes, and schedule them between the hours of 5.00 p.m. and 10.00 p.m.
  - Make brief notes about each programme. Include:
    - the channel and the start time;
    - the type of programme – sport, drama, etc.;
    - important details (if it's a film, tell a little of the story and note who the stars are; if it's a documentary, note the topic);
    - write a note on why you think people should watch the programme.
  - Write your programme notes, using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made. The *Useful Language* box below may help you.
- When you have finished writing, read your preview notes carefully.
  - Check spelling, grammar and punctuation.
  - Exchange schedules with that of a partner. As you read your partner's schedule, think about which programmes you would also like to watch.
  - Finally, discuss your schedule with your partner. Together, decide on the best four programmes from both your schedules.



**Write to remember**  
context, equipment, evidence, researcher, news team, prosecution, thriller

**USEFUL LANGUAGE**

**Presenting information**  
Channel 1 presents a new series about...  
The programme covers / deals with / investigates...  
This evening thriller / hospital drama / news item...  
In tonight's episode... / In this week's programme...  
**Note:** Notice how the present simple tense is very commonly used in the model TV programme notes.

**What is your favourite TV programme or film? Why?**

**Do you like watching crime movies?**

**What's the best movie you've ever seen?**

**What should a television schedule include?**

# thriller

n.

a novel , play or movie with an exciting plot , typically involving crime



# news team



two or more people working together on broadcast or published report of news



n.

# newcomer

a person or thing that has recently arrived in a place or joined a group

WELCOME  
A NEWCOMER



# evidence

n.

**the available body of facts or information indicating whether a belief or proposition is true**



# prosecution

n.

the institution and conducting of legal proceedings against someone in respect of a criminal charge



# convict

v.

to prove or officially announce that someone is guilty of a crime





**equestrian**  
of or relating to horse riding

**Adj.**



Complete with words from the list :

equestrian – convicted – evidence – thriller - newcomers

1-He was **convicted** of murder and was sentenced to death .

2- They plan to hold the **equestrian** events in a track in the other side of the city.

3-The police believe he is the thief, but all the **evidence** .....Suggests otherwise.

4-The film I watched is described here as a taut, psychological ..... **thriller**

# Fill in the spaces with suitable words from the list:

equestrian / tune in / evidence / visualise / missed out on / newcomers

1. The teacher welcomed ..... **newcomers** to his class at the beginning of the new school year.
2. Teaching aids help students ..... **visualise** some concepts.
3. Wild life programs on National Geographic make me always ..... **tune in** to that wonderful channel.
4. The **equestrian** ..... events for the 1956 Melbourne Olympics were held in Stockholm due to quarantine restrictions.
5. The suspect was set free as there was not enough **evidence** ..... against him.

1 Read the TV schedule below and answer the questions.

**Channel 1**

**5.00 p.m. – Sport**  
**Live Football**

Kuwait vs. Japan  
Our sports team presents this season's first Asian Cup match live from Tokyo.



**7.00 p.m. – News**  
**Main Evening News**

A summary of the day's main stories from Channel 1 reporters at home and abroad.

**8.00 p.m. – Drama**  
**Courtroom**

Will the prosecution find enough evidence to convict the suspect?



**9.00 p.m. – History**  
**Living history**

Tonight we look back to the birth of the modern State of Kuwait and hear from people who remember the event. Some very interesting facts.

**Channel 2**

**5.00 p.m. – Folk Music**  
**Al Samri**

This evening we explore the history of this favourite piece of folk music which dates back a long time ago.

**7.00 p.m. – History**  
**Architecture Today**

Tonight's programme visits The National Assembly Building with its distinctive canopy, which has been designed to evoke traditional tents.

**8.00 p.m. – Film**  
**The Big Land**

Newcomers to a small town become mixed up in an argument among residents.

**9.00 p.m. – Sport**  
**World Equestrian Championship**

The final of this year's event is from Kuwait. This will be exciting!



**Channel 3**

**5.00 p.m. – Film**  
**Someone's Watching**

An elderly detective has the job of protecting the witness to a crime. This exciting thriller features Kuwait's most famous film stars.

**7.00 p.m. – Nature**  
**The World of Nature**

A father and son set out to cross a remote strip of the Kuwaiti desert. As they make their way across, they meet animals that inhabit the area.

**8.00 p.m. – Drama**  
**Hospital Ward**

Dr Nadia has to decide the best way to treat a child who has lost his memory. You'll find this surprising.



**9.00 p.m. – News**  
**Tonight at Nine**

Catch up with today's national and international news with the Channel 3 news team.

**a. Why do you think the football match is on at 5.00 p.m.?**

**b. Compare the programmes on at 7.00 p.m. on the three channels. Why do you think they are so different from each other?**

## **Channel 1**

**7.00 p.m. – News**

***Main Evening News***

A summary of the day's main stories from Channel 1 reporters at home and abroad.

## **Channel 2**

**7.00 p.m. – History**

***Architecture Today***

Tonight's programme visits The National Assembly Building with its distinctive canopy, which was having been designed to evoke traditional tents.

## **Channel 3**

**7.00 p.m. – Nature**

***The World of Nature***

A father and son set out to cross a remote strip of the Kuwaiti desert. As they make their way across, they meet animals that inhabit the area.

**c. Do you think there is enough variety in this schedule, or is there too much of one type of programme? Explain.**

**d. Are the programmes on at 8.00 p.m. on the three channels factual or fictional? Why do you think this type of programme is shown at 8.00 p.m.?**

## **Channel 1**

**8.00 p.m. – Drama**

***Courtroom***

Will the prosecution find enough evidence to convict the suspect?

## **Channel 2**

**8.00 p.m. – Film**

***The Big Land***

Newcomers to a small town become mixed up in an argument among residents.

## **Channel 3**

**8.00 p.m. – Drama**

***Hospital Ward***

Dr Nadia has to decide the best way to treat a child who has lost his memory. You'll find this surprising.

# What should a television schedule include?

## It should include:

- \* the channel and the start time
- \* many types of programmes such as sport programmes, drama, news, movies, cartoons, documentary, etc.

Write the good effects and bad effects of watching television.

Good Effects	Bad Effects
It develops our imagination.	It promotes inactivity which may lead to obesity.
It encourages good behaviour.	It is not selective in what it teaches.
It teaches people about family values.	It can give false and negative messages.
It allows people to think about their own choices.	d- It can cause people miss out on real world.

## What is the parents' role?

**They have to set rules and stick to them.**

**They have to set limits on viewing time.**

**They have to turn TV off during meals.**

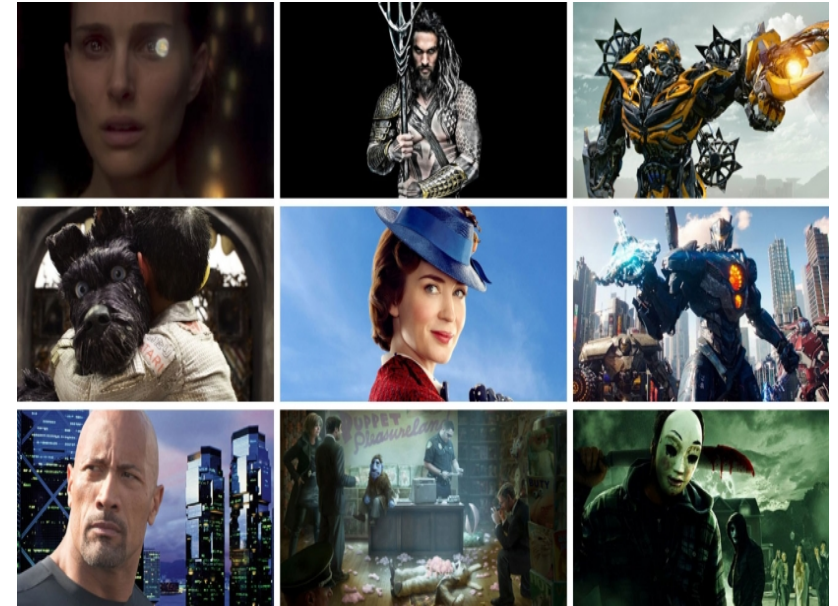




# A television schedule

**7.30 The World At War**  
**8.20 Love In A Cold Climate**  
**9.10 Discovery**  
**10.05 Late News**  
**10.15 Encounters**  
**10.45 Evening Music**

# What would you like to watch this evening?



# What do you think of Kuwait TV schedule?



مواضيع عرض مسلسلات رمضان ٢٠١٨  
على شاشة تلفزيون دولة الكويت

يا خلو جمعنا

المسلسل	توقيت العرض	توقيت الاعداد
الخافي اعظم	14:10	01:50
عطر الروح	15:30	06:00
مع حصة قلم	16:10	05:00
عبرة شارع	17:05	04:00
بلوك عشرة	19:10	09:30
روتين	20:20	02:35
سموم ( المعزب ٢ )	21:00	10:00
واحد مهم	01:15	13:40

1 HD

Kuwaittelevision KwTtelevision

# Writing A television schedule

## Read and discuss

You are going to write a schedule of TV programmes you would recommend to someone to watch in an evening.

- 1 Study the television schedule for the three channels on page 66.
  - a Read the programme previews and choose four programmes you would like to watch between 5.00 p.m. and 10.00 p.m.
  - b Choose a partner. Predict which four programmes they might have chosen, basing your prediction on how well you know your partner (what they like, what activities they practise...).
  - c Compare your choice with that of your partner and tell each other why you have made your particular choice of programmes.



## Planning and writing

### 2 Plan your ideal evening's television schedule.

- a Write a list of three or four of your favourite programmes, and schedule them between the hours of 5.00 p.m. and 10.00 p.m.
- b Make brief notes about each programme. Include:
  - ▶ the channel and the start time;
  - ▶ the type of programme – sport, drama, etc.;
  - ▶ important details (if it's a film, tell a little of the story and note who the stars are; if it's a documentary, note the topic);
  - ▶ write a note on why you think people should watch the programme.  
It will be exciting.
- c Write your programme notes, using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made. The *Useful Language* box below may help you.

**3** When you have finished writing, read your preview notes carefully.

- a Check spelling, grammar and punctuation.
- b Exchange schedules with that of a partner. As you read your partner's schedule, think about which programmes you would also like to watch.
- c Finally, discuss your schedule with your partner. Together, decide on the best four programmes from both your schedules.

## USEFUL LANGUAGE

### Presenting information

Channel 1 presents a new series about ...

The programme covers / deals with / investigates ...

This exciting thriller / hospital drama / true life adventure ...

In tonight's episode, ... / In this week's programme, ...

**Note:** Notice how the present simple tense is very commonly used in the model TV programme notes.



Model

# TV Schedule

On Air Now

From 5 pm. To 10 pm.

Date

Thursday 04 March

Presenter

All Presenters

Show Type

All Shows

Time

Show

Presenter

05:00 PM - 06:00 PM

Brother Sewing One Time Only



Presented by  
Kristine McKay with  
Sarah Payne

06:00 PM - 07:00 PM

Going, Going, Gone Last Chance



Presented by  
Kristine McKay with  
Lynda Chapman &  
Pollyanna Pickering

07:00 PM - 08:00 PM

Brother ScanNCut One Time Only...



Presented by  
Dean Wilson with Jo  
Foster



On Air Now

Date

Thursday 04 March

Presenter

All Presenters

Show Type

All Shows

Time	Show		Presenter
08:00 PM - 09:00 PM	One Time Only Finale!	▼	Presented by Kristine McKay, Dean Wilson with No Guest
09:00 PM - 10:00 PM	Pick of the Week Last Chance <b>Pick Of The Week</b>	▼	Presented by Kristine McKay with Corrine Robinson
10:00 PM - 11:00 PM	Brother ScanNCut One Time Only...	▼	Presented by Kristine McKay with Mel Heaton

**What are the elements which make a TV program a successful one ?**

**Choosing the suitable time to show it . Being interesting and adding new information. Being suitable for a large number of people.**

**What should we put in our mind when we write a schedule of TV programs?**

**We should put a suitable time for each program according to the age groups it addresses. The programs should be varied and age appropriate.**



**THANK YOU**

**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**



- 1 Read these brief reviews of television programmes which students wrote for a school magazine and fill in the table. Give reasons for your answers.

### News World



*News World* is on for twenty minutes every day at four o'clock in the afternoon. It reports on current news stories from all over the world. The main reason I enjoy the programme is that the news stories are more interesting for young people than the stories on the main news programmes. The reporters describe what is happening very clearly and explain the background to the stories of the day. At the end of the programme, there is always five minutes of sports news which shows highlights of all the important national and international events.

### Kuwait's Gardeners



*Kuwait's Gardeners* is my favourite programme because it gives tips about growing and looking after all kinds of plants, from garden flowers to indoor plants and even trees. It's on every Saturday evening at eight o'clock and is filmed mainly in parks and people's gardens and houses. People talk about their favourite plants and ask a group of experts for help if they have any problems. It's really a programme for adults, but I find it very interesting.

### Good Morning!



*Good Morning!* is definitely my favourite entertainment programme on television at the moment. It's on once a week, at 7 a.m. on Friday mornings. It is a live programme that travels to local events and festivals across Kuwait. It also interviews artists from different regions across the country and it broadcasts national events, too. It's different from other entertainment programmes because it's educational as well as entertaining. That's why I like it so much.

Name of programme	When is it on?	What is it about?	What do I like about it?
1 <b>News World</b>	<b>4 p.m. Everyday</b>	World news stories National & International sports	The news stories are more interesting than the main news programme
2 <b>Kuwait's Gardeners</b>	<b>8 p.m. on Saturdays</b>	<b>Tips on gardening</b>	<b>It gives tips about growing all kinds of flowers &amp; plants</b>
3 <b>Good morning</b>	<b>7 p.m. on Fridays</b>	<b>* Local &amp; National events in Kuwait</b>	<b>It is both educational &amp; entertaining</b>

**2** Plan your own review of one of your favourite TV programmes. Make notes including this information:

- the name of the programme and when you can watch it

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- the reason you like the programme

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- examples of the kinds of things that happen in a typical programme

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**3** Write your review in 170–200 words. Use some of these words and phrases:

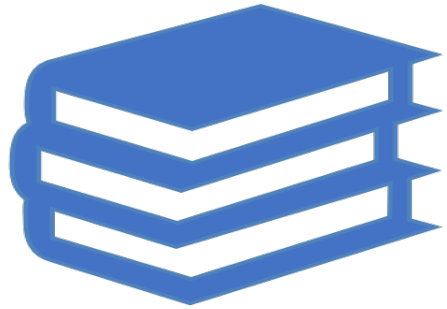
X is my favourite TV programme because ...  
The (main) reason I enjoy the programme is that ...  
It's on every (Saturday morning) at (10 o'clock).  
It's about (an ordinary family).  
In the latest episode ...

My favourite TV programme is “Smile Please”. It's on TV3 on Thursdays evening, after the news. It's a comedy. Hesham Moh. is the director and the programme is about some actors who play the role and imitate famous people, mainly politicians acting recent news events. Sometimes an actor can play more than one character: Adel plays the king, the pope.... It's really funny and you can also know the news and laugh at the same time. It's definitely a funny and relaxing progamme.

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# Argumentative Essay Definition

**An argumentative essay is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most.**

Please read the following instructions to know how to write an accurate outline :

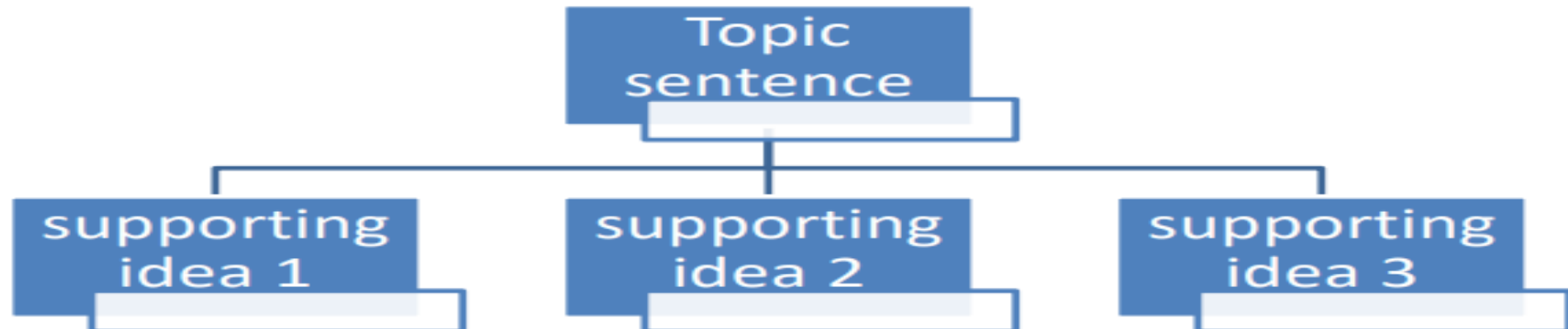
## The Outline

### Introduction

#### Thesis statement

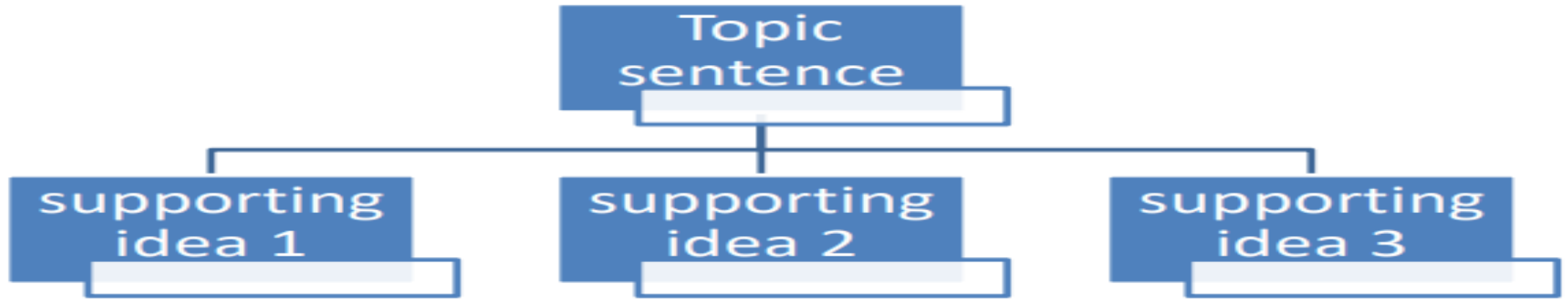
It is usually a single sentence that is a road map for the reader, it tells what to expect from the topic.

### Paragraph 1



Write the topic sentence and at least three ideas that support the topic sentence.

## Paragraph 2



## Conclusion:

- a) Summarize all main points
- b) Restate your thesis
- c) Add a call to action: what you want readers to do after reading your essay

**Note: Write only one sentence to highlight your opinion and your recommendations.**

Television the same as any other modern tool has both advantages and disadvantages **Write a paragraph of about (14 sentences 160 words) about** its good as well as its bad effects on teens and how we can use TV appropriately and avoid its negative effects.

# Outline

**Introduction :**.....

**Body ( Paragraph 1 ) :**.....

**Idea 1 :** .....

**Idea 2 :** .....

**Idea 3 :** .....

**Body ( Paragraph 2 ) :**.....

**Idea 1 :** .....

**Idea 2 :** .....

**Idea 3 :** .....

# Topic

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