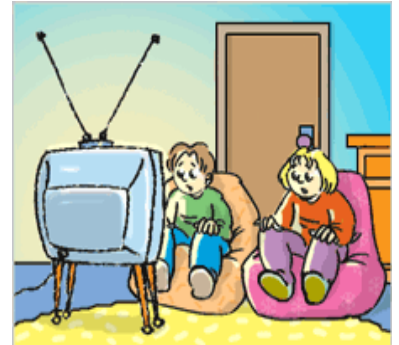




A: Discussion

Discuss the following questions in small groups:

1. How many hours of TV did you watch each week as a child?
What were your favorite kinds of programs? (e.g. cartoons, game shows, etc.)
2. Do you think young children in your country watch too much TV nowadays?
3. What problems could too much TV viewing cause?
4. What do you think would be a suitable amount of TV each day for young children?



B: Vocabulary

Match the words in bold in the sentences with their meanings:

1. Prolonged exposure to the sun is bad for your skin.
2. Silent movies belong to an earlier era.
3. Children will listen to the opinion of their peers.
4. He was a professor of pediatrics.
5. Adolescents should be discouraged from smoking.
6. He speculated that the weather would turn bad.

- a. young people from about the age of 12 to about 20 (between a child and an adult)
- b. study and treatment of children's diseases
- c. continuing for a long time
- d. gave an opinion / reached a conclusion by guessing
- e. people who are of similar age and social status to each other
- f. period of history

Reading Activities

A: True / False / Not Given

Read Part One of the article and mark the following statements **T** if they are true, **F** if they are false and **NG** if the information is not given in the article.

1. The more TV kids watch, the more likely they are to behave badly.
2. The effects of TV viewing should be studied more, according to Dr. Elif Ozmert.
3. Dr. Ozmert and his colleagues suggest parents limit the number of hours their children watch TV every day and get them to spend more time playing with other children.
4. They also advise that children not watch more than 2.5 hours of TV a day.
5. Study findings indicate that the types of TV programs children watch are important.



TV Viewing Time Linked to Kids' Behavior Problems

BY CHARNICIA E. HUGGINS

NEW YORK Thursday September 12 (Reuters Health) - Kids who spend more time watching TV--regardless of the content of the programming--are more likely to behave aggressively and have other types of social problems, a study has found.

"Prolonged television watching may be considered to be one of the new **symptoms** of this era of technology, and it deserves more attention and evaluation in every aspect," writes study author Dr. Elif Ozmert of Hacettepe University in Ankara, Turkey and colleagues.

"Families should be advised to restrict the television viewing hours of their children and to encourage them to participate in active peer relationships," they add.

To investigate whether television viewing might have effects on children's behavior, the researchers surveyed the parents of 689 students in the second and third grades.

They found that the children watched about 2.5 hours of television each day, on average, with their viewing time increasing during the

weekend, according to the report in the September issue of Archives of Pediatrics and Adolescent Medicine.

The more television a child watched, the more likely he or she was to exhibit social problems and **delinquent** and aggressive behavior, the report indicates.

For example, children who watched more than 4 hours of television daily showed more **delinquent** and aggressive behavior than those who watched 2 hours or less per day. And this aggressive behavior was seen regardless of the content of the television programming, the researchers note.

"Thus, it was speculated that not only the prolonged television viewing but perhaps the inactivity and social isolation while watching television may have contributed to increased aggressive behavior scores," the authors write. (Continued/...)

ARTICLE © 2002 REUTERS LIMITED. LESSON © 2005 WWW.ENGLISH-TO-GO.COM

Glossary: **symptoms** - a sign that a condition exists, often something bad **delinquent** - showing tendencies toward bad, even criminal, behavior **isolation** - the state of being alone

B: Writing Questions using the Past Simple Tense

Here are some answers from Part One of the article. Read the answers and write a question for each answer.

The past simple tense can be used to describe an event in the past that has finished.

Past simple questions are made with did (**did I/we/you/they,he/she/it**).

Did you watch too much television when you were a child? - Yes I did

1. (You write the questions) _____ ?

2. _____ ?

3. _____ ?

4. _____ ?

5. _____ ?

6. _____ ?

Answers:

Dr. Elif Ozmert.

The parents of 689 students.

The second and third grade.

2.5 hours of television each day.

It increased.

The September issue of Archives of Pediatrics and Adolescent Medicine.

C: Gap Fill

Read Part Two of the article and complete the following sentences with suitable words:

- The amount of TV a child watched depended on the _____ and _____ of the child.
- The older the kids, the _____ TV they were likely to watch.
- Girls generally watched _____ TV than boys.
- The researchers are not sure of the connection between TV and _____.
- TV has a strong _____ on children.
- We need to be more concerned about what children _____ on TV.

Part Two

(.../Continued) The children's age and sex were also associated with their likelihood of watching more than 2 hours of television daily, study findings indicate.

With every one-year increase in age, kids were 33% more likely to watch more than 2 hours of television per day. And boys were nearly twice as likely as girls to watch more than two hours of television daily.

It is not known, however, whether television viewing puts children at risk of behavior problems, or if children with behavior problems are just more likely to watch television, the researchers note.

"In either direction, it deserves further consideration," they write.

Commenting on the study, Dr. Flaura Koplin Winston of Children's Hospital of Philadelphia, Pennsylvania told Reuters Health that it gives "more evidence we need to be watching what the children are watching."

"Television is a very powerful **influence** on children on everything from what they should be eating...to how they should behave," she said. Yet, while great importance is often placed on other issues, such as "who will be our child's babysitter, sometimes we don't look at this television thing," she said.

SOURCE: Archives of Pediatrics and Adolescent Medicine 2002;156:910-914.

ARTICLE © 2002 REUTERS LIMITED. LESSON © 2005 WWW.ENGLISH-TO-GO.COM

Glossary: **influence** - the effect something has on the way a person thinks or behaves

D: Main Idea

Choose the sentence ending that best sums up the main idea of the article.

The study showed that ...

1. ...TV is bad for children.

2. ...more studies need to be done into children's TV viewing.

3. ...children watch too much TV.

4. ...too much TV can cause behavior problems in children.

E: Language

The past simple tense is used for completed events in the past. The time of the action is known.

In 2003, I bought a huge television set and a stereo system.

The past simple tense can also be used to describe a habit in the past.

I always watched Walt Disney shows on television when I was a child.

Regular past simple tense verbs end in -ed in affirmative sentences.

I loved cartoons when I was a young child.

Irregular past simple verbs do not end in **-ed** in affirmative sentences. Students need to learn each past simple form.

When I was young I read a lot instead of watching television. Because of this, I learnt that reading was very enjoyable.*

(*The past simple tense form of learn can also be learned.)

Past simple questions end in **did + the infinitive without to**.

How much television did the children watch each day, on average?

Past simple negatives end in **didn't + the infinitive without to**.

We didn't have color television until the 1970s.

Jane is 42 years old. An interviewer is asking about her attitude towards television. Fill each gap with the verb in brackets. Put each verb in the past simple tense.

Interviewer: How much television 1. _____ you _____ as a child? (*watch*)

Jane: Lots! My parents 2. _____ rules about how much I could watch. (*make*) One program a night on weeknights. I 3. _____ a lot on Saturdays and Sundays. (*watch*)

Interviewer: In your opinion 4. _____ your parents _____ the right thing? (*do*)

Jane: Yes, I 5. _____ they wanted me to do my homework and read books, as well as watching television. (*know*) On Friday nights we all 6. _____ around the television set and 7. _____ our dinners. (*sit, eat*) And the programs 8. _____ my behavior so my mother always 9. _____ me what I 10. _____ to watch. (*influence, ask, want*) Sometimes she said no.

Interviewer: How 11. _____ the programs _____ your behavior? (*affect*)

Jane: Well, I really 12. _____ a show called the 'Brady Bunch'. (*like*) I 13. _____ to be like the girls on the 'Brady Bunch'. (*try*)

Interviewer: 14. _____ you _____ they were real? (*think*)

Jane: No, but that show definitely 15. _____ my thinking. (*influence*)

Interviewer: 16. _____ your family _____ and watch television at the same time a lot? (*eat*)

Jane: No, only on Fridays.

Interviewer: What about your own children?

Jane: Well, I have a boy of 13 and a girl of 15. When they 17. _____ preschoolers, I 18. _____ not them to watch more than one program a day. (*be, allow*) I always 19. _____ what the program was. (*check*) Now, they have to finish their homework before they watch. And we watch more videos than television. But I do worry that they do not get enough exercise. (continued on next page.)

Interviewer: What 20. _____ your parents _____ about that? (*feel*)

Jane: Well, we always 21. _____ to and from school. (*walk*) My mother 22. _____ not us. (*walk, drive*) When I 23. _____ older, I 24. _____ a bike to school. (*be, ride*) My kids don't do that. I always 25. _____ them to elementary school and now they take the bus. (*drive*) So exercise is more of a problem. And I find it hard to resist the pressure from advertisements. When the kids 26. _____ little, they often 27. _____ me they 28. _____ a particular toy, because of advertising. (*be, tell, want*)

Interviewer: Are you happy with how much your children watch?

Jane: Not really. I really 29. _____ reading when I 30. _____ young. (*enjoy, be*) I wish they read more.

Interviewer: Thanks.

Post-Reading Activities

You may do one or more of these.

A: Discussion

In small groups discuss the following questions.

1. Do you think watching too much TV causes aggressive behavior in children? Give reasons for your answer.
2. Are there any programs that are unsuitable for young children?
3. Can children gain any benefits from watching TV?
4. Why do some parents allow their children to watch so much TV?
5. How can parents encourage their children to watch less TV? What alternatives can they provide?

B: Role Play

Imagine you are taking part in a radio program discussing the results of the study reported in today's article. Work in groups and take one of the roles below.

Student A: You are a child psychologist who thinks TV can be bad for children.

Student B: You are a TV station executive who will argue the benefits of TV for children.

Student C: You are a 14-year-old adolescent who likes TV.

Student D: You are the host of the program. Ask your three guests questions.

Before beginning the role play, you should each think about your argument and write down some notes. Student D should write down some questions to ask the other three.

C: Writing

Write a short essay (300-400 words) on **the advantages and disadvantages of TV for young children.**

D: Crossword

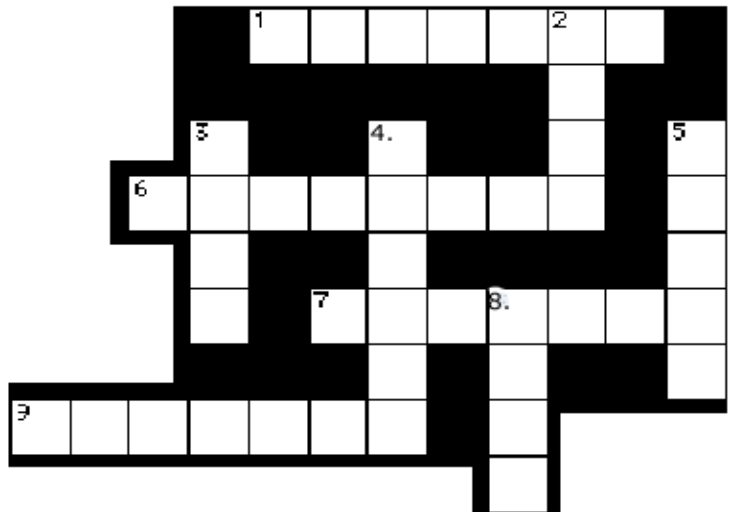
The following crossword includes words which are types of TV programs. Good luck!

Clues Across

1. a program that teaches you how to be successful in the kitchen: a _____ show
6. this type of program is shown before and after school; most children love it
7. you watch this type of program if you are planning to be outside the next day; a _____ forecast
9. a program that places people - not actors - in real situations and films their every move; _____ TV

Clues Down

2. this program is shown a number of times every day; most people feel it is important to watch it to feel 'up-to-date'
3. a program that usually involves people answering general knowledge questions and competing against others for a big prize; a _____ show
4. a program that is funny; a situation _____
5. this is a continuing fictional story that is shown every day; a soap _____
8. this type of program usually has one host who interviews lots of celebrities; a _____ show



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

B: Vocabulary - Answers

1. c; 2. f; 3. e; 4. b; 5. a; 6. d.

Reading Activities

A: True / False / Not Given - Answers

1. T
2. T
3. T
4. NG
5. F (Aggressive behavior was seen regardless of the content of the TV programming.)
6. F (Because the child is spending too much time alone in front of the TV.)

B: Writing Questions - Suggested Answers

1. Who was the author of the study?
2. Who did the researchers survey?
3. What grades were their children in?
4. How much television did the children watch each day, on average?
5. Did viewing time increase or decrease during the weekend? / What happened to the children's viewing time during the weekend?
6. Where was the study reported? / Which journal was the study reported in?

C: Gap Fill - Answers

1. The amount of TV a child watched depended on the age and sex of the child.
2. The older the kids, the more TV they were likely to watch.
3. Girls generally watched less TV than boys.
4. The researchers are not sure of the connection between TV and behavior problems.
5. TV has a strong influence on children.
6. We need to be more concerned about what children watch on TV.

D: Main Idea - Answer

4. too much TV can cause behavior problems in children
1. is not true (Too much TV is bad for children.); 2. is just a small piece of information about the article; 3. is true but does not include the effect of watching too much TV.

E: Language - Answers

1. did you watch, 2. made, 3. watched, 4. did your parents do, 5. knew, 6. sat, 7. ate, 8. influenced, 9. asked, 10. wanted, 11. did the programs affect, 12. liked, 13. watched, 14. tried, 15. influenced, 16. Did your family eat, 17. were, 18. didn't allow, 19. checked, 20. did your parents feel, 21. walked, 22. didn't drive, 23. was, 24. rode, 25. drove, 26. drove, 27. told, 28. wanted, 29. enjoyed, 30. was.

Post-Reading Activities

B: Role-Play - Notes

Allocate each student in each group one of the roles. Students need to spend some time preparing their arguments - many of which can be obtained from the article as well as from Pre- and Post-Reading discussion activities. It may be a good idea to group students initially according to their role (i.e. all psychologists together, all TV executives together, all adolescents together and all hosts together) and allow them to discuss the arguments they will use. The hosts will need to think up some questions to ask the others.

When they are ready, place students into their groups of four, with each student playing a different role.

D: Crossword - Notes

Students shouldn't have too much difficulty with the level of vocabulary in this activity. However, if your students are struggling, you might want to write the following words up on the board.

cartoons, comedy, cooking, game, news, opera, reality, talk, weather

D: Crossword - Answers

Across: 1. cooking; 6. cartoons; 7. weather; 9. reality.
Down: 2. news; 3. game; 4. comedy; 5. opera; 8. talk.

Please note: At www.selfaccess.com we have more lessons that look at the effects of TV on children. Your students can do these online.