

# THE MEDIA

## Types of Communication




1 Write and draw.

_____	_____	_____
reads the newspaper	listens to the radio	watches TV
_____	_____	_____

2 Write.

	Newspapers	Magazines	Radio	TV	Internet
Pictures	Yes				
Sound	No				
Information	Yes				

3 Read and write.



**Newspapers**

Newspapers have got pictures.  
 Newspapers haven't got sound.  
 Newspapers have got information.




**Magazines**

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_



**TV**

TV has got pictures.  
 TV has got sound.  
 TV has got information.




**Radio**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**The Internet**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## THE MEDIA



### Aim

- To compare the different media: newspapers, magazines, radio, TV and the Internet.

### Materials

- Worksheet.

### Duration

30 minutes.

### Language focus

- Present simple.

### Cross-curricular content

- The media.

## Warm-up

- Write some time expressions on the board, eg, *in the morning/afternoon/evening, after school, on (Sundays), at the weekend*. Mime a sentence and encourage the children to guess your sentence, eg, *I listen to the radio in the morning*. (mime *listen to the radio* and point to *in the morning* on the board). Elicit *You listen to the radio in the morning*. Continue with *watch TV, read the newspaper, read magazines and surf the Internet*.
- Invite some children to mime some sentences in front of the class.

## Completing the Worksheet

### Activity 1

- Draw a computer and elicit *surf the Internet*. Continue with *TV, radio, magazines and newspapers*. Write on the board *\_\_\_\_\_ reads the newspaper \_\_\_\_\_* and then complete the sentence about someone in your family or friends, eg, *My sister reads the newspaper every day*. Elicit examples from the class about their families or friends. Continue with *watch TV, listen to the radio, surf the Internet and read magazines*.
- Ask the children to write sentences about their family or friends in the boxes in Activity 1, following the model sentences on the board.
- The children draw pictures to illustrate their sentences.
- Explain in L1 or L2 that it's important to get information from different channels of communication: TV, radio, newspapers, magazines and the Internet.

### Activity 2

- Show the children a newspaper. Go through the newspaper with the class and elicit some words the children are likely to be familiar with, eg, *paper, news, sports, television, weather, pictures*. Follow the same procedure with a magazine. Elicit differences, eg, *The newspaper is black and white. The magazine has got colour pictures. The newspaper has got the weather. The magazine hasn't got the weather*. Elicit similarities. *You read the newspaper and the magazine. They have got pictures and information*.
- Show the class a radio or draw it on the board. *Has the radio got the weather? Yes. Has it got sports? Yes. Has it got pictures? No. Can you read it? No, you listen to it*. Find similarities and differences between the newspaper, the magazine and the radio. *The radio, the newspaper and the magazine have got information. You read the newspaper and the magazine but you listen to the radio*. Draw a TV on the board and find similarities and differences with the other three media. Finally, draw a computer and follow the same procedure with the Internet.
- Look at the table in Activity 2. Go through the example with the class.
- Ask the children to complete the table. Then get them to compare their answers in pairs (in L1 or L2).
- Check the answers with the whole class.
- Highlight again in L1 or L2 that it's important to get information from different sources: newspapers, magazines, radio, TV and the Internet.

**Answers:** Newspapers: Yes, No, Yes  
 Magazines: Yes, No, Yes  
 Radio: No, Yes, Yes  
 TV: Yes (moving pictures), Yes, Yes  
 Internet: Yes, Yes, Yes



## Activity 3

- Look at the table in Activity 2 and elicit complete sentences, eg, *Newspapers, pictures ...* (pause) *Newspapers have got pictures. Magazines, sound ...* (pause) *Magazines haven't got sound.* etc.
- Read the examples in the boxes with the class. The children write sentences about magazines, radio and the Internet.
- The children compare their answers in pairs.

**Answers:** Magazines have got pictures / haven't got sound / have got information. Radio hasn't got pictures / has got sound / has got information. The Internet has got pictures / has got sound / has got information.

## Extra activity

**The 15 sentences game.** The children study the sentences in Activity 3 for a minute. Draw a table on the board like the one in Activity 2. Encourage everybody to take turns to say something about one of the communication channels and tick the box they mention or write the name of the child in the box. Can they make 15 sentences? You can turn it into a competition by arranging the children in groups. If their sentence is correct, they win the square, eg, Group 1: *Radio has got sound.* Group 2: *TV has got pictures.*